

CHAPTER 1

INTRODUCTION

A. Background of the study

Reading is an ability that is useful in understanding information from written text. Basically, the development of speaking and reading will affect the child's social, speaking and language skills. It is proven in a study of cognitive and language development, that verbal interaction greatly affects the development of a child's IQ until the age of 14. However, unfortunately the reading level of children in Indonesia is still relatively low. According to the United Nations Development Program in 2014, Indonesia ranked 108th out of 187 countries in reading habits. It is concluded that the reading level in Indonesia is very low compared to developed countries.

In today's globalized world, reading comprehension extends beyond local languages to encompass English, the international language of communication. Therefore, equipping students with effective reading strategies is crucial for developing their overall language skills. Research by Oktarianisarry et al., (2023) suggests that emphasizing reading tactics and fostering collaborative learning environments positively impact students' reading comprehension and engagement. Addressing potential obstacles that students and teachers might encounter during the reading process is equally important. Reading comprehension itself is a dynamic and ongoing cognitive process, requiring active participation from the reader to construct meaning through critical thinking.

Collaborative Strategic Reading (CSR) is a research-based instructional approach that integrates cooperative learning principles with reading comprehension strategies (Yon et al., 2022). CSR as a collaborative technique that equips students with comprehension strategies while fostering collaborative work (Lisandy & Adijaya, 2019). Students engage in activities such as previewing the text, providing feedback through "click" (understand) or "clunk" (unclear) signals at paragraph breaks, summarizing key points ("getting the gist"), and synthesizing main ideas ("wrapping up"). By working collaboratively, CSR aims to enhance students' reading comprehension of the target topic. This approach not only strengthens reading skills but also fosters communication skills and equips students with strategies to overcome comprehension challenges. In conclusion, CSR leverages cooperative learning principles alongside reading comprehension strategies, aiming to improve students' comprehension, communication, and problem-solving abilities through collaborative effort.

Collaborative Strategic Reading (CSR) aims to enhance students' reading comprehension through collaborative learning. By working in groups and utilizing specific strategies, students gain a deeper understanding of the reading material. This approach fosters not only improved reading comprehension but also effective communication skills within the group. Students collaboratively address comprehension challenges, developing strategies to overcome them (Lisandy & Adijaya, 2019). CSR's objective is ultimately to maximize both reading comprehension and conceptual learning through active student participation.

Several studies support the effectiveness of Collaborative Strategic Reading (CSR) in improving reading comprehension. Ziyaeemehr (2012) found significant improvement in the reading comprehension of Iranian engineering students using CSR compared to a control group using a grammatical translation method. This suggests that student-driven reading practices utilizing CSR strategies can be beneficial. Khonamri & Karimabadi (2015) further highlight the potential of CSR in EFL classrooms, suggesting it can improve comprehension challenges, critical thinking skills, and positive attitudes towards reading in a foreign language. Anwar (2020) investigated CSR in Indonesian middle schools (SMP 1 Jogoroto) and observed a significant increase in students' reading abilities as measured by pre- and post-test results. Similarly, Babapour et al. (2019) compared CSR and Shared Reading (SHR) in EFL contexts, finding both strategies effective in enhancing reading comprehension, with CSR having a slightly stronger impact. Their study also importantly revealed that proficiency level did not affect reading comprehension gains, suggesting CSR's broad applicability. These findings emphasize the value of collaborative interaction in meaning construction during reading. Therefore, incorporating socially-interactive approaches like CSR and SHR, rather than traditional teacher-centered methods, is recommended for reading instruction.

The gap research that researcher found after reading several previous studies comes from Smith et al. (2021), They indicated that future research should focus on understanding the link between information structure, availability, and accessibility in the context of reading. It is critical to explore how background information stability in long-term memory influences the capacity to recruit such knowledge when reading.

Furthermore, given the importance of developing a solid knowledge foundation for learning new material, it is critical to investigate whether the compensating effects of relevant past knowledge while reading lead to improved long-term knowledge retention.

From the explanation above, the research review in this study emphasizes the usefulness of Collaborative Strategic Reading effect the students' reading comprehension. The technique not only improves comprehension to the students, but also fosters critical thinking and a good attitude towards foreign language reading models.

B. Limitation of The Study

The limitation of this research to the effect of CSR method in English language reading skills for the tenth-grade students of SMAN 1 Jiwan.

C. Research Question

The formulation of the research question in this research is “Do the students who are treated Collaborative Strategic Reading have better reading skill than the students of 10th grade of SMA Negeri 1 Jiwan who are treated using conventional teaching?”.

D. The Objective of The Research

In this research, the objective of the research is to report whether the application of Collaborative Strategic reading can impact the reading skill to the students who are treated than other grade 10th students of SMAN 1 Jiwan who are treated using conventional teaching.

E. Signification of The Research

The significance of the research is as follows:

1. For Writer (researcher)

This research aims to equip researcher with knowledge and practical expertise in implementing Collaborative Strategic Reading (CSR) for reading instruction. A crucial aspect of this research involves investigating the impact of the CSR approach on student learning outcomes. Specifically, the study will compare the reading comprehension skills of students instructed using CSR to those receiving traditional reading instruction.

2. For Teachers

This research investigates the potential of Collaborative Strategic Reading (CSR) to enhance English language reading instruction at SMAN 1 Jiwan. By implementing CSR, teachers can cultivate student comprehension skills, model critical thinking processes, and foster a collaborative learning environment that encourages peer-to-peer learning. This approach may also provide instructors with valuable insights into student learning outcomes, facilitating effective evaluation of reading instruction.

3. For Students

This research explores the potential of Collaborative Strategic Reading (CSR) as a method to enhance student engagement and reading

comprehension skills. By employing CSR, students are encouraged to collaboratively apply comprehension strategies, fostering a more interactive learning experience. This study investigates the effectiveness of CSR in providing students with new and engaging strategies to navigate the reading process, ultimately leading to improved reading comprehension.

4. For Future Researchers

This research will contribute to the ongoing dialogue among researchers on effective reading instruction by providing new insights into the application of Collaborative Strategic Reading (CSR). The study's findings have the potential to inform the development of improved reading pedagogy and inspire future research directions. Furthermore, by implementing CSR in the classroom setting, subsequent researcher will gain valuable practical experience with this approach.

F. Definition of Operational Key Terms

In this research, there are 3 operational key term, namely Collaborative Strategic Reading (CSR), Reading Comprehension, and narrative Text.

1. CSR is a set of reading strategies or instructional strategies aimed at teaching reading comprehension, vocabulary acquisition, identifying the main idea, and questioning techniques. CSR is about teaching

students how to properly approach the reading process so that they can read and think critically.

2. Reading comprehension is the ability of students to read, analyze, and understand the material. Reading comprehension is making sense of what you read and connecting ideas in the text to what you already know. The important things in comprehension itself is the students read the other words around the text and find out that word means.
3. Narrative is a written and spoken text that depicts a series of events, either real or imaginary. Narrative text is a story text that tells an event that has happened/occurred in the past such as stories experienced by yourself and others, as well as other fictional stories such as fables, legends, fairytale, and others.