

CHAPTER I

INTRODUCTION

1.1 BACKGROUND

Reading is an activity to get information from text. Reading is one of the four English skills that must be studied continuously because there is a lot of information to be obtained from reading, especially for students, because through reading process students will get a lot of knowledge from various fields, in the field of education reading is very important to understand lessons and to get new information, understand the meaning and others. Reading is also necessary for students studying English subjects in their classes.

As McDonought and Christopher stated that —reading is the most important foreign language skillll. Reading becomes essential for students in order to enrich their knowledge. Based on the 2013 curriculum in Indonesia, especially English subjects, students need reading as a lesson to build their ability to read English texts such as to understand main ideas, supporting ideas, meanings of words, sentences, and explicit and implicit texts. This means that students also need reading comprehension to achieve the goals of the 2013 curriculum. At the SMP level students are asked to understand the text from the textbook and there will be questions from the teacher or students must answer questions from the book. That is one way to find out whether students have understood the text or not.

Reading comprehension is important, not only for understanding texts, but for

broader learning, success in education, and work. Students must have a good understanding and understanding of the information through reading. In general, the purpose of teaching reading is to develop students' ability to read material, obtain information and understand texts. Reading comprehension is one of the important points in the 2013 curriculum. According to Snow reading comprehension is a process to get a precise understanding of the writer's message through simultaneously extracting and constructing meaning by collaborating reader's background knowledge and interaction and involvement in written text. In other words, reading comprehension is a process to connect the idea from the text and prior knowledge to get information. Reading comprehension is when a person not only reads but also builds and constructs meaning from what we has read. This means that reading comprehension is an important thing to do when someone is reading. To understand the meaning of the text one needs to understand the text. Therefore reading is always associated with understanding.

The English teacher at this school has delivered material to students based on the curriculum and the teacher usually uses books in the teaching and learning process. The teacher uses textbooks to explain the material. The teacher asks students to read a certain text in a student's book or exercise book, and then he asks them to do an assignment following that text. The teacher has explained the material very clearly. But in fact, some students are still not able to understand the text as a whole. There is a clear problem that students have difficulties in reading comprehension.

Students' difficulties in reading activities can be seen from the existing phenomena. The phenomenon is that some students have deficiencies or weaknesses in vocabulary, find it difficult to grasp the meaning of reading texts, have difficulty memorizing vocabulary, in identifying detailed information and the main ideas of reading texts they also experience difficulties.

Based on the phenomenon above, students need reading strategies to read with understanding. English is taught in Indonesian education from elementary school to university. As foreign language learners, students need strategies to understand English reading texts. Currently, many variations of techniques are offered in teaching reading. One of the techniques is Collaborative Strategy. According to Klingner and Vaughn, Collaborative Strategy is a technique that has been designed to improve students' reading comprehension through small group discussions in which students learn four strategies including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up". Here, students work in groups, and they are taught to activate their prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas based on the text, summarize the text, and form appropriate texts. Questions about the text. In other words, students are given the opportunity to contribute to their group by working together.

The goal of Collaborative Strategy is to facilitate students in improving their reading comprehension by working together in groups and to better understand the material in their reading assignments. As a result of implementing Collaborative Strategy, students can not only

have a better understanding of texts but also learn to communicate in small groups. Thus, by involving this technical activity, students are expected to be able to solve their problems in understanding reading texts. Based on preliminary observations at SMPN 2 Jambi City, the authors found several problems faced by students in understanding texts, most students at this school were confused in processing information in phrases or sentences. They cannot connect between sentences. They only tend to translate one word at a time to understand its meaning. Some students also feel that reading is boring. Learning English in senior high schools and vocational high schools is expected to reach the informational function stage. The information stage in English competence describes the condition in which people have the ability to access knowledge by fully designing their competency in the language they are learning. In fact, reading is the key to getting information from the text. In Indonesia there are still many who have difficulty understanding texts, especially English.

In addition, to get information from English texts, students need to understand English by understanding the text. In addition, teachers also experience difficulties in designing reading comprehension tests using conventional methods such as teachers having to use a lot of paper to copy the test and distribute it to students to read, this method automatically tends to make students sick of reading the entire text in a reading comprehension test. This monotonous activity causes boredom for most students. Based on the explanation above, the writer will conduct research with the title " The Implementation of Collaborative Strategy in Teaching Reading Comprehension at Eighth Grade Students of SMPN 2 Jambi City".

1.2 Research Question

Based on the background of the study above, the research formulates research question as follows:

- a. How is the students' reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City ?
- b. How is the implementation of collaborative strategy in teaching reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City ?
- c. Is there any improvement of student's reading comprehension after implementing collaborative strategy at Eighth Grade Students' of SMPN 2 Jambi City ?

1.3 The Objectives of the Research

Based on the research question, the objective of this research is formulated;

- a. To know the students' reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City.
- b. To know the implementation of collaborative strategy in teaching reading comprehension at Eighth Grade Students' of SMPN 2 Jambi City.
- c. To know either student's reading comprehension get improvement after implementing collaborative strategy at Eighth Grade Students' of SMPN 2 Jambi City.

The significance of the research is hopefully give contribution for:

a. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopefully know their reading comprehension after using collaborative strategy and it can become the option of the students for their learning solution.

b. Teachers

The teacher can understand the students' reading comprehension and can become resources for teaching the next student or class, so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

c. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.

