CHAPTER I

INTRODUCTION

1.1. BACKGROUND

Reading is one of the skills that must be mastered in learning English apart from listening, speaking and writing. Reading is one of the basic abilities in English that must be mastered by students. In addition to listening, speaking, writing and reading is the activity of looking at the contents of the text or writing and the process of understanding the text (Husniati, 2021). Through reading activities, people can find various kinds of information contained in the text they read.

In the era of globalization and technological development, people can obtain a variety of information from various media. For examples the internet, books, magazines, newspapers and printed journals. Reading is believed to be an effective way to obtain various types of written information, including science and technology (Pamela, 2004). By reading, people can learn many things, develop the skills and others.

Reading is one of the keys to getting information. Kustaryo (1988) states that reading is a combination of alphabet recognition, intelligence, and emotions related to the reader's background knowledge to understand written messages. Without reading, people will never know what information or meaning is written in the text. In reading, what is needed is not only the reading content but also understanding and comprehending the reading content.

Pardo (2004) describes reading comprehension as a process of readers interacting and constructing meaning from the text, implementing the use of prior knowledge and information found in the text, and also Zagoto (2016) states that there are seven types of reading comprehension. Readers are expected to be able to understand the meaning of the text and recognize the references in it. Reading comprehension provides readers with opportunities to construct and develop the meaning of what they read from reading content. In reading, readers are expected to have skills. These skills are finding the information contained in the reading, understanding the words in the text, finding the main idea and finding the author's purpose.

The ability to read and understand reading content is very important in education. Good reading comprehension is the key to obtaining the required knowledge and information. However, one of the challenges or problems that students often face in improving their reading skills and reading comprehension is their lack of interest in reading and their ability to understand the content. Apart from that, students also have difficulty finding the main idea, so that students have difficulty making conclusions.

In this research, the researchers focus on conducting research on reading narrative texts. Because reading narrative texts is one of the materials that must be mastered by class VIII students, besides report texts, recount texts and giving opinions. Narrative text is the text of an imaginary story written by the author to entertain the reader. The structure is, orientation, complication, sequence of events, and orientation.

Based on initial observations made by the researchers during teaching practice at SMPN 7 Jambi City in class VIII H, the researchers found that students had difficulties in learning reading, especially in reading narrative text. Narrative text is considered boring material. This is caused by students' lack of interest in reading and also due to students' lack of vocabulary. It is marked by the number of students who actively ask about words that they do not understand and are not familiar with. This causes students to have difficulty understanding the text and difficulty in making conclusions regarding the ideas of the text. This phenomenon is the same as that found by Rosalina (2014) in her research, which revealed that students often encounter foreign words in reading texts because they feel they do not have good background knowledge about the text given by the teacher, so they think that reading narrative texts is a boring reading activity because they find it difficult to understand the text and conclude the idea of the text themselves.

To help students develop their reading comprehension, it is necessary to first pay attention to their interest in reading and foster their reading motivation. Increasing students' interest and reading ability requires an appropriate strategy to motivate students. Syamsuriadi (2010:1) states that to develop the students' reading, must find out an effective way of teaching and learning process especially reading comprehension.

One of strategy that can be used is a learning strategy that actively involves students, such as collaborative strategies which can also improve students' reading comprehension. A strategy that involves students discussing a lot with

their colleagues so that students are more involved. Discussion allows students to be actively involved in the learning process. Collaboration with fellow students in learning can help enrich understanding and promote discussion and solving problems together.

Based on the importance of this comprehension strategy, there is a strategy that can help students understand the content of a reading and involve students in discussions, namely the Collaborative Reading Strategy. Collaborative reading strategy (CRS) is an approach that encourages cooperation between students in reading and understanding reading content.

Collaborative reading strategy is an approach where each individual works together to understand the content (Kligner and Vaughn,1998) states that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. This approach involves group discussions, sharing insights and collaborative efforts to gain information from the material being studied.

In this context, this research aims to investigate the effectiveness of implementing collaborative strategy reading in improving reading comprehension of narrative texts among students. By understanding the contribution of CRS to reading comprehension of narrative texts, more effective learning approaches can be developed to improve student literacy. Therefore, this research focuses on the topic: **Collaborative reading strategy to improve reading comprehension of narrative text.**

1.2. Research Question

Based on the background of this research, the author formulates the research question as follows: How does the implementation of Collaborative Reading Strategy improve students' reading comprehension of narrative text?

1.3. Research Objectives

Based on the research question above, the objectives of this research are to analyze the improvement of students' reading comprehension through collaborative reading strategy in the eighth grade of SMPN 7 Jambi City.

1.4. Limitation

The scope of this research is limited to building students' reading comprehension, which focuses on reading comprehension and identifying the main ideas in narrative texts.

1.5. Significance

1. For teachers, it is hoped that this research will provide English teachers with the opportunity to improve their strategies in teaching and learning activities by choosing the right techniques to improve students' skills.

2. For students, it is hoped that this research will be able to increase student activity, increase student motivation in learning English, and add interesting experiences for students. It is also hoped that this research will be useful for students to attract students' interest in reading.

3. For schools, it is hoped that this strategy for teaching reading using collaborative strategic reading can be used at SMPN 7 Jambi City to improve learning quality standards.