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Chapter 1

Introduction

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Background of the Study

Language is an aspect that everyone will learn as means of communication. English is one of the languages that students learn when they study in elementary level. Studying English covers the studying of the four skills: speaking, listening, reading and writing.

Speaking and listening are skills which have been learnt by the learners since they started learning English. Another skill which is taught to elementary students is reading. It starts from the simplest form, which is symbol, to the most complicated form which needs comprehension skill. Masduki (2006) says that reading varies from symbols, letters and words on a reading text to interpreting on-line sources based on discourse analysis, semantics, pragmatics, and socio-cultural perspectives. To achieve the highest level of objectives, the students have to be introduced to reading as their habit as early as possible. Many benefits result from reading. By reading, the students can have new information, go around the world, etc. These ideas are supported by Burns et al. (1984:23) who say that reading helps people to travel from place to place, make needed purchases, and add information about current condition.

Not all students at school like reading. Some students show enthusiasm when they meet reading texts. They have big desire to know the content of the text. The length of the text is not a big deal for them. However, some students who think that reading is boring can reject the texts. Students' rejections can

be caused by many factors. One of them is they do not have reading habit. Those who have good reading comprehension skill are able to comprehend the text easily. Yet, it becomes the worst part for those who do not have feasible reading skill.

Reading is known to be advantageous, but it can make students become quiet. In the writer's experience as a class teacher, some students who like reading have big desire to read books, magazine, and other reading materials, but they have difficulties to get along with their friends in the break time and become passive because reading can be done alone or just by few people. Bainbridge (2013) says that so many introverted children love to read. It will be dangerous for upper grade students who need to socialize and for their further living when they just focus to themselves.

Therefore, to solve the problems above, such as to avoid a dangerous effect of reading habit and to decrease introverted students, to increase students curiosity towards reading text as well as to achieve the objective of reading instruction, the writer conducts a study to find the difference between teacher centered teaching strategy (by applying skimming and scanning) and Collaborative Strategic Reading (abbreviated CSR).

Collaborative Strategic Reading is comprehension strategy found by Klinger and Vaughn in 1987 which combine modification of Reciprocal Teaching and cooperative learning strategy (Abidin and Riswanto, 2012). Furthermore, Klingner and Vaughn (2001) as cited by Solis et al. (2010) state

that Collaborative Strategic Reading is a strategy in teaching reading and it engages the students working cooperatively.

Statement of the Problem

Do students who are taught reading comprehension using Collaborative Strategic Reading obtain higher achievement in knowledge and comprehension level than those who are taught using teacher centered teaching strategy?

Objective of the Study

Related to the statement of the problem, this study is intended to find out whether students who are taught using CSR in knowledge and comprehension level obtain higher achievement than who are taught using teacher centered teaching strategy.

Theoretical Framework

In completing this study, the writer uses some major theories, they are theories of CSR and teacher centered teaching strategy. The following terms are needed to be explained in oreder to avoid misunderstanding. They are:

Collaborative strategic reading. Collaborative Strategic Reading (CSR) is learner-centered teaching strategy which engages students actively in the teaching learning process (Klingner & Vaughn, 1998). CSR is strategy which consists of four strategies: preview, click and clunk, get the gist, and wrap up. "Preview' is done before the reading. The teacher asks the students to predict what they are going to read based on the topic or title given.

'Click and clunk' and 'get the gist' are the steps the students do during reading. The students and the teacher discuss difficult parts of the text and find important aspects of the text.

Last is 'wrap up'. It is done after reading. The teacher gives questions to know students' understanding about the text.

There are three phases of strategy instruction (Klingner, 2010): modeling phase, teacher-assisted phase, and independent phase.

First, in modeling phase, the teacher presents each of the strategy (preview, click and clunk, get the gist, and wrap up) to the whole class using think-aloud procedures. The students watch the teacher's demonstration.

Second, in teacher-assisted phase, the teacher guides the students through the strategy in whole group or small group. The students try to apply under teacher guidance.

Third, in independent phase, the students complete the strategy on their own (work toward automatically). Teacher guidance becomes less.

Teacher centered teaching strategy. In the past, people used conventional way to teach. Backiel (2009) says that in a teacher-centered strategy the teacher's role is to transfer knowledge to be learned. In this strategy teacher is the center who dominates teaching learning processes. Teacher takes most part of the processes and students have limited access. Furthermore, the teacher will give the same pattern of questions for the students as what Slavin (1985) in Tamah (2011:1) says, "In this strategy students have same instructional pace and content by, among others, being explained a grammar point or asked

questions." Similarly Huba and Fred (2000) argue that in teacher centered teaching strategy, students receive information passively and the teacher is the primary information giver as well as evaluator.

Furthermore, classroom tends to be quiet and the culture tends to be competitive and individualistic. In line with Huba and Fred (2000), Francis (2012) says that this approach reflects teacher's anxiety and distrusts students' ability to work independently. As a result, this approach gives negative impact toward classroom behavior. Teacher centered teaching strategy is a conventional teaching strategy.

Hypotheses

The alternative hypotheses (Ha). Students who are taught reading in mastering knowledge and comprehension level using CSR obtain higher achievement than those who are taught reading by using teacher centered teaching strategy.

The Significance of the Study

The results of this research may help the teachers vary their techniques in teaching reading to their students so the students will not feel bored in comprehending reading texts. Besides, this research is also intended to give information to those who are interested in doing a similar research on this topic.

The Scope and Limitation of the Study

This study will involve elementary students of grade six because of some reasons. First, students need to be encouraged to socialize as early as possible since in this age they are still easy to be directed but at the same time they start to have a gap in making friends between boys and girls. Second, the test and exercise given will be about knowledge and comprehension level of Bloom Taxonomy based on the topic discussed with their teacher. The writer does not include all levels and the specifications in each level because it is still elementary level and in order to help the writer to focus on the problem.

Assumptions

This study was based on the following assumptions:

1. In order to have a good test, try out was administered. Due to limited number of classes, the writer did try out at grade six of X and Y schools. It was assumed that although the try out was administered to the grade six students in different school, the test which had been revised was valid to be administered to the students of grade six at Z elementary school.

2. The teachers who taught those groups were the English teachers in the same school, 'Z' school, and have been teaching English young learners for five years, so they did not have difficulty in managing the classes. Furthermore, both teachers have been taught the techniques and given lesson plans, thus it was assumed that they obeyed to their own technique.

Definition of Key Term

Klingner & Vaughn (1998) say that Collaborative Strategic Reading (CSR) is a learner-centered teaching strategy which engages students actively in the teaching learning process. CSR is a strategy of teaching reading by putting the students in groups in order to ask them to predict, click and clunk, and wrap up collaboratively.

Students' achievement is individuals' knowledge which raises the ultimate goal of any instructional strategy, curriculum, or education reform (http:// toolbox.gpee.org/fileadmin/files/ PDFs/Student_Achievement_july_19.pdf). In this study, students' reading achievement is students' knowledge in comprehending a text. It is represented by the score of students' pretest and posttest.

Huba and Fred (2000) argue that in teacher centered teaching strategy, students receive information passively and the teacher is the primary information giver as well as evaluator. Teacher centered teaching strategy is a conventional teaching strategy in which the teacher takes most part and the students are not the center of teaching learning process.