

CHAPTER I

INTRODUCTION

This chapter discusses background of the Research, scope of the research, statement of the Problem, Hypothesis, objective of the research, significance of the Research.

A. Background of the Research .

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated, (Baker and brown in dorn and soffos,2005:6).

The statement also means reading is the process to obtain the information or knowledge from what they read. Reading is an activity only for enjoying to obtain information and less understand what they read, and they obtain them. Reading also has has positive effects on students' vocabulary knowledge, on their spelling and their writing. But some of them are bored to read and most of the question is about reading comprehension which is asking the students to be able to find certain information with in it.

In teaching reading, the students are asking to comprehend the texts fast and correctly to obtain certain information that is asking by questions. In this situation, the students who have skills in reading and be able to answer all questions easily, they can understand well what they have learn in. On the other hand, the students without good reading skill will obtain serious problem. In this case, it is impossible for the students to read the whole text in order to obtain the answer in limiting time. They need appropriate technique to find out certain information in text in short time.

Learning reading is not easy process English teacher and students sometimes face some problems related to how the students learned. Therefore, the teacher should know the important to how the students understand a reading text related to problems of understanding reading text, the research found such problem in Madrasah Aliyah Negeri 2 TIKEP the students

There are some problems in teaching English Reading Comprehension in Indonesia that is also founded in Madrasah Aliyah Negeri 2 TIKEP such as the process of learning in class always dominated by the theacher, students do not get the chance to improve their skills because of the teacher's monotonous teaching, and the students still less motivatied by the teacher. Many students perform poorly in reading subject because they lack the metacognitive skills necessary to monitor their reading comprehension, as well as strategies to improve their understanding when they have difficulty

All problems above can influence students' skill of Reading. By the problems above, students are lazy to learn English especially Reading, so it makes them do not know about reading. So, the teacher needs appropriate Strategy to make students happy to learn reading. One of them is Collaborative Strategy.

Collaborative strategy in learning more rest on building message of students from social process based on context of study. Collaborative strategy become deep and more than only cooperative. Based of collaborative strategy is interactional theory that view learning is a process building message through interaction social.

As the above definition of collaborative strategy reading, it is suitable with teaching reading. It is because in collaborative strategy reading to be applied in order to students can be responsible to master the reading task that given by the teacher in their collaborative strategy group.

The researcher intends to know the influence of collaborative strategy in improving their reading comprehension by conducting the research with the title "The use of collaborative strategy in teaching students reading comprehension at Madrasah Aliyah Negeri 2 Tidore Kepulauan"

B. Scope of the Research

This research focus Generic structure on Narrative text in teaching Reading Comprehension by using Collaborative strategy at the ten grade students of Madrasah Aliyah Negeri 2 TIKEP.

C. Statement of the problem

Based on the background above the researcher states the research question as follow: To what extent does Collaborative strategy reading improve students' Reading comprehension at Madrasah Aliyah Negeri 2 TIKEP?

D. Hypothesis

The hypothesis of research as follow :

- a. Null hypothesis (Ho), there is no significant improvement of students' reading comprehension in using collaborative strategy at Madrasah Aliyah Negeri 2 TIKEP.
- b. Alternative hypothesis (Hi), there is significant improvement of students' reading in using collaborative strategy at Madrasah Aliyah Negeri 2 TIKEP.

E. Objective of the Research

The objective of this research is to know the improvement of students reading comprehension through Collaborative strategy at first grade of Madrasah Aliyah Negeri 2 TIKEP.

F. Significance of the research

a. Theoretical

To enrich and to add the literature of learning Reading comprehension by using collaborative strategy.

b. Practical

In this research using collaborative strategy to determine the effectiveness of these models and can give beneficial for teacher, students, and researcher.

- a. The result of this research to help teacher for teaching English language especially in reading by using collaborative strategy .
- b. The result of this research to make students mastery reading
- c. The result of this research to give information for researcher to use this model in teaching reading