

**THE EFFECTIVENESS OF COLLABORATIVE  
STRATEGIC READING (CSR) TECHNIQUE IN IMPROVING  
STUDENTS' READING COMPREHENSION  
AT SMPN 2 PARON NGAWI**

**THESIS**



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FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PONOROGO**

**2024**

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**THESIS**

Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of  
Requirement for the Degree of Sarjana in English Language Teaching Department



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**2024**

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

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## ABSTRACT

**Azizah, Rahma Nur. 2024.** *The Effectiveness of Collaborative Strategic Reading (CSR) Technique in Improving Students' Reading Comprehension at SMPN 2 Paron Ngawi.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M.Pd.

**Keywords:** *Effectiveness, Collaborative Strategic Reading (CSR) technique, reading comprehension*

Reading is an important skill that everyone must master to get information from everything they read. For students, having good reading comprehension will be able to integrate comprehension strategies according to the type of text they are reading. Students will be able to explain what they are doing when they comprehend and what they do when they realize that they do not comprehend. Improving student reading can be done by applying one of the learning techniques, namely Collaborative Strategic Reading (CSR) technique. This technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.

This research aims to determine whether there is any significant difference in reading comprehension between students who are taught using Collaborative Strategic Reading (CSR) technique and those who are not.

This research applied a quantitative approach and used a quasi-experimental design. The quasi-experimental used two classes taken as samples from a population where the population of this study were seventh grade students of SMPN 2 Paron Ngawi in the academic year 2023/2024 totaling 160 students. The sample of this research was 64, with 32 students in the experimental class dan 32 students in the control class. The technique of data collection was test and documentation. The data analysis was carried out using T-test and SPSS 25.

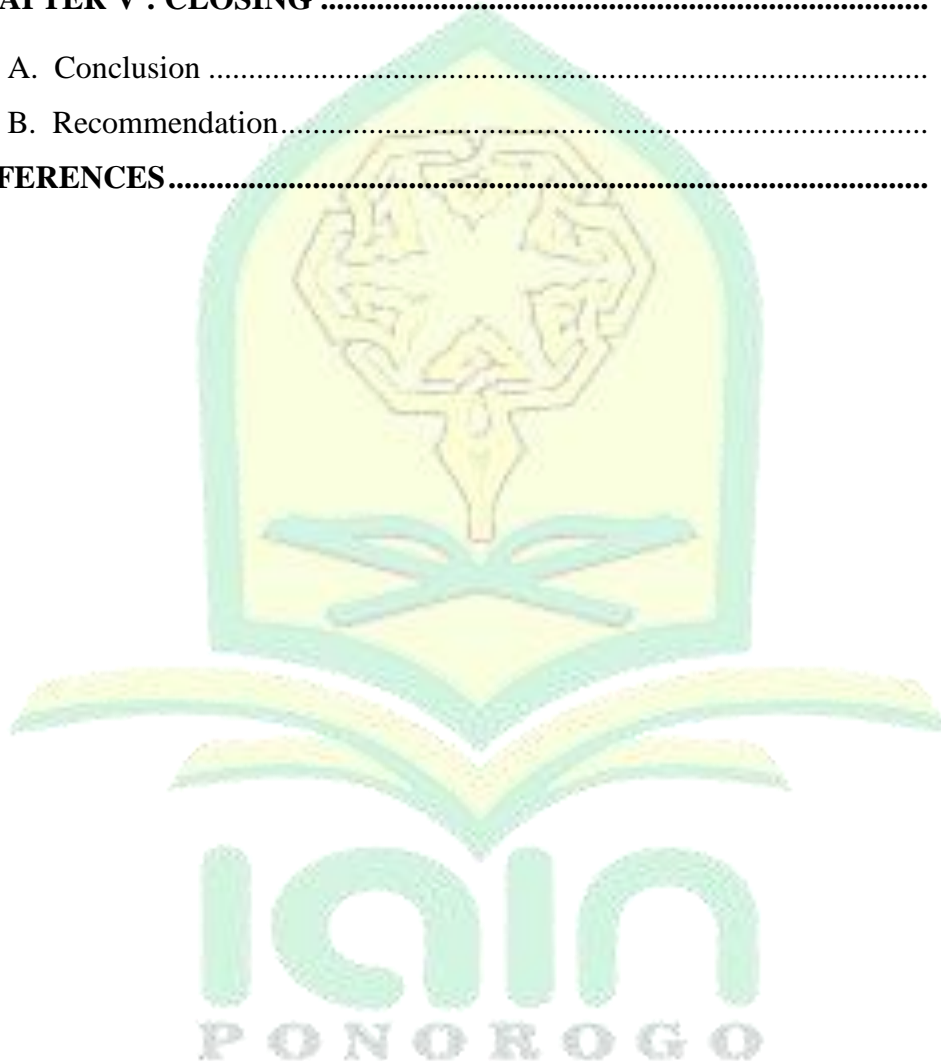
The results of the research showed that the mean score of pre-test for the experimental class was 56.09 and after receiving treatment it rose to 82.03. Meanwhile, for the control class that did not receive treatment, the mean pre-test result was 55.16 and the post-test result was 65.78, which means there was no significant increase in the control class. The results of hypothesis testing using the independent sample t-test are so the  $H_a$  was accepted and  $H_0$  was rejected. Considering from the data analysis previously, that means there is a significant difference in reading comprehension between students who were taught using Collaborative Strategic Reading (CSR) technique than those who were not or the experimental class had better reading comprehension than the control class who did not receive a treatment. In simple terms, Collaborative Strategic Reading (CSR) technique proved to be effective in improve students' reading comprehension at SMPN 2 Paron Ngawi.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English to students includes developing listening, speaking, reading, and writing skills. With the development of these four skills, students can easily absorb learning materials in class. Teaching English is an important thing that needs to be considered in this era. One of the important skills that students should have is good reading skills so that information from the text can be received and understood properly.

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.<sup>1</sup> That is why comprehension in reading texts is very important for students to master in order to broaden their horizons. Reading in English is done to find out the content of a text. Pardosi says that reading can be interpreted as an exertion of reciting, spelling, sounding symbols, the basics of terms, and meaningful findings.<sup>2</sup> Nunan defines reading as a complex cognitive process of decoding symbols to construct or derive meaning.

According to Harris and and Hodges, reading comprehension is the construction of the meaning of a written communication through a reciprocal,

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<sup>1</sup> Grellet, F. (1981). *Developing Reading Skills A practical guide to reading comprehension exercises*.

<sup>2</sup> Pardosi, W. Y., Tarigan, L. D. ., Pasaribu, E. ., & Saragih, E. (2021). *Reading Teaching Strategies In The Senior High School*. *Jurnal Pendidikan LLDIKTI Wilayah 1 (Judik)*, 1(02), 64–71. <https://doi.org/10.54076/judik.v1i02.169>

holistic interchange of ideas between the interpreter and the message.<sup>3</sup> The essence of reading is to know or comprehend the content of the text. Students' brains will also be more 'familiar' with the use of English in reading. It is possible that by reading frequently, students become more likely to think critically in analyzing everything they read. Improving students' English literacy will boost their skills in other aspects, such as grammar, writing, and speaking.<sup>4</sup>

Improving reading comprehension is considered to be the main step to achieve learning objectives in learning a material. Students who are able to comprehend a variety of texts / have good reading comprehension will be able to integrate comprehension strategies according to the type of text they are reading. Students will be able to explain what they are doing when they comprehend and what they do when they realize that they do not comprehend.<sup>5</sup> That is why, reading comprehension skills are very important to be improved at all levels of education.

Considering the importance of reading comprehension, teachers are required to use effective learning technique to improve students' reading comprehension by involving students' active roles. David says reading becomes a highly social activity in the reading group context, with members of groups deriving pleasure from sharing responses to texts, collaborating to produce collective interpretations, and hearing about other members' experiences in

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<sup>3</sup> Harris, T.L., & Hodges, R.E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

<sup>4</sup> *The Importance of Reading in English: How to Improve Your Comprehension Skills*, Language Center Universitas Medan Area, 2023.

<sup>5</sup> Brassell, Danny., & Rasinski, T. v. (2008). *Comprehension that Works : Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell Education.

relation to text.<sup>6</sup> This makes group reading more effective in improving reading comprehension than individual reading.

From the explanation above, one of the learning technique that involves the active role of students is Collaborative Strategic Reading (CSR) technique. Collaborative strategic reading (CSR) is a technique carried out by putting groups of several students in one class, aiming to boost students' reading comprehension and vocabulary building and also working together cooperatively. This technique was initiated by Janette K. Klingner and Sharon Vaughn in 1998. Klingner argues that Collaborative Strategic Reading (CSR) technique is designed for learning expository text and narrative text.<sup>7</sup> Meanwhile, the theory stated by Winarti Ayu Ningsih, Sudarsono, & Eni Rosnija (2018) states that Collaborative Strategic Reading (CSR) technique is also effectively used in learning descriptive texts.<sup>8</sup>

As Jennifer Serravallo points out, Collaborative Strategic Reading (CSR) technique have the added benefits of helping children build reading relationships with each other, as well as helping teachers work more efficiently. When students are part of a group with a common goal, it makes it more likely that they will reach out to peers when they encounter difficulty. Small groups allow students to hear other students' thinking about their reading process and responses to texts.<sup>9</sup> Therefore, this technique is effectively applied to overcome

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<sup>6</sup> Peplow, D. (n.d.). Talk About Books Talk About Books: A Study or Reading Groups.

<sup>7</sup> Klingner, Janette K. and Sharon Vaughn. 1998. Using Collaborative Strategic Reading

<sup>8</sup> Febtisari, M. (n.d.). Improving Student's Reading Comprehension Of Descriptive Text By Using Collaborative Strategic Reading (CSR) To Eight Grade Students At Junior High School. In Journal of English Language Teaching (Vol. 6, Issue 1). <http://ejournal.unp.ac.id/index.php/jelt>

<sup>9</sup> Serravallo, Jennifer. (n.d.). Teaching reading in small groups : differentiated instruction for building strategic, independent readers. P.5.

students' reading comprehension problems. As stated by Bryan, CSR is an effective teaching technique that has the potential to improve the reading comprehension of students with learning disabilities, and low- and average-achieving students.<sup>10</sup>

The goals of Collaborative Strategic Reading (CSR) technique are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties. This technique has also yielded positive outcomes for average and high achieving students.

The steps in this technique are preview, click and clunk, get the gist, and wrap up. When applying this technique, the classroom teacher initially presents and models the strategies to the entire class. As students become more proficient, they form cooperative learning groups of four to six students (with varying reading abilities) that work together to apply the reading comprehension strategies and discuss with each other the content, advice, or metmoral message of the text.

The research was conducted at SMPN 2 Paron Ngawi. The researcher made observations and conducted interviews with grade 7 English teachers and found problems related to students' reading comprehension. Students' reading comprehension can be categorized as low. This is also based on the 7th grade English teacher's statement from the interview conducted, the teacher said that

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<sup>10</sup> Bryant, D., Vaughn, S., Linan-Thompson, S., Ugel, N., and Hamff, A. 2000. "Reading Outcomes for Students with and without Learning Disabilities in General Education Middle School Content Area Classes". *Learning Disabilities Quarterly*. Vol 23 No. 3, pp. 24-38

indeed students' reading comprehension is still low. It is known beforehand that reading comprehension is an important thing that must be improved by students.

Low reading comprehension can lead to non-achievement of learning objectives. Some things about reading comprehension that are difficult to master by grade 7 students at SMPN 2 Paron Ngawi are such as recalling word meanings, drawing inferences about the meaning of a word in context, finding answers to questions answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, and the last is recognising a writer's purpose, attitude, tone and mood.<sup>11</sup>

Students tend to lack interest in reading the text assigned by the teacher to each individual and are less able to understand the content of the reading because students do not have sufficient vocabulary knowledge (low vocabulary knowledge). In addition, students also tend to lack interest in reading when reading activities are carried out individually. Based on the above problems, the researcher chose to apply the Collaborative Strategic Reading (CSR) technique.

Therefore, researcher used Collaborative Strategic Reading (CSR) technique to be applied to grade 7 students at SMPN 2 Paron Ngawi because this technique aims to improve students' reading comprehension as well as increase their vocabulary knowledge by doing study group. Students can implementing this learning technique, students can exchange knowledge and information with each other. Based on the statements above, the researcher would like to conduct a research titled "**The Effectiveness of Collaborative**

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<sup>11</sup> Pearson, P. D., & Hamm, D. N. (n.d.). The Assessment of Reading Comprehension: A Review of Practices-Past, Present, and Future 1.



## **Strategic Reading (CSR) Technique in Improving Students' Reading Comprehension at SMPN 2 Paron Ngawi”.**

### **B. Identification of the Problem**

Reading and literacy scholars have created their own definitions of reading comprehension that contain a bit more precision. Whereas reading can have many positive impacts on us. Low literacy is faced by Indonesian society, from students to adults. This is evidenced by the results of the Program for International Student Assessment (PISA) test, which is an international test taken by 15 years old students from various countries, including Indonesia. This test assesses students' reading, math, and science abilities, and the results are often used to compare the quality of education between countries. Based on the PISA test results, there are still around 70 percent of Indonesian students who have literacy levels below the minimum standard set. This shows that many students face difficulties in understanding, analyzing, and using information effectively, which can affect their ability to learn independently.

Referring to the observation above, the researcher found a case with the same topic, which is about problems in reading a text. When the teacher assigns them to read the text, most of them do not read it and prefer to talk to their friends. This affects students' reading comprehension. The same is the case with the problems that occur in grade VII students at SMPN 2 Paron Ngawi regarding their low reading comprehension. The rest of them do not read the text either because students' lack of individual reading interest and their lack of vocabulary knowledge in early education. This will affect the way they analyze the text and

their reading comprehension. Therefore, from the phenomenon I encountered, I took the research title "**The Effectiveness of Collaborative Strategic Reading (CSR) Technique in Improving Students' Reading Comprehension at SMPN 2 Paron Ngawi**".

### **C. Limitation of the Study**

To avoid a deviation from the discussion, this research is focused on some concerns identified as follows:

1. The subject of this research is the seventh graders of SMPN 2 Paron Ngawi in the academic year 2023/2024.
2. The object of this research is the effectiveness of Collaborative Strategic Reading (CSR) technique in improving students' reading comprehension of a descriptive text.
3. The material that the researcher use in teaching is reading a descriptive text using treatment of the learning technique Collaborative Strategic Reading (CSR) technique.

### **D. Statement of the Problem**

The research problem is formulated as follows:

“Is there any significant difference in reading comprehension between students' who are taught using Collaborative Strategic Reading (CSR) technique and those who are not ?”

## **E. Objective of the Study**

The objective of this research is to determine the significant differences in reading comprehension between students' who are taught using Collaborative Strategic Reading (CSR) technique and those who are not.

## **F. Significances of the Study**

The results of this research are expected to give significances presented as follows:

### **1. Theoretical Significance**

The result of the research can give knowledge in educational practice. It can contribute as the technique toward students' reading comprehension.

### **2. Practical significance**

#### **a. For Teachers**

The results of this study can provide some information and references for teachers on the effects of using the collaborative strategic reading (CSR) technique on students' reading comprehension.

#### **b. For Students**

The researcher hopes that the result of this research can improve students' reading comprehension in understanding a Descriptive text.

#### **c. For the Other Researchers**

The researcher also requires if the result of this study can be used as reference in improving students' reading comprehension by using collaborative strategic reading (CSR) technique.

## **G. Organization of the Thesis**

The researcher organizes the process of this research report systematically.

This study covers five chapters in which the organization of the study.

The first chapter involves background of the study, identify the problem, problem limitation, problem formulation, research objectives, benefits of research, systematic discussion, and research schedule.

The second chapter explains some theories and literature relevant to this research. This chapter consists of theoretical background, previous research findings, conceptual framework, and hypothesis from researcher.

The third chapter is research methods. This chapter consists of the research approach and type, location and time of research, population and research sample, operational definition of research variables, data collection instruments, validity and reliability, and data analysis technique.

The fourth chapter is the research findings. This chapter involves the research location, data description, data analysis and interpretation and discussion.

The last chapter involves a conclusion and suggestion. This chapter, the researcher conclude and give the suggestion based on her research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Background

##### 1. Reading

###### a. Definition Reading

According to Nunan, reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning.<sup>12</sup> Reading is a means of language acquisition, communication, and of sharing information and ideas. Reading is one of the subjects to get information and knowledge about everything readers need from the written form. Reading is very important, and it is one of the four language skills that should be mastered by students for all levels.

###### b. Types of Reading

There are two kinds of reading:

###### 1) Extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text (Bamford).<sup>13</sup> The purpose of extensive reading is for pleasure and information.

###### 2) Intensive Reading

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<sup>12</sup> Mada Ali, S. (2022). Reading, Must Be Fluent !

<sup>13</sup> Vojtková, M. N., & Kredátusová, M. (n.d.). The Benefits of Extensive Reading in EFL.

The work of Palmer (1921) notes that “intensive reading” means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

<sup>14</sup>Students will study Descriptive text, chosen for the standard of difficulty of the language and for the interest they hold for this particular group of students. Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide socio cultural insights.

### 3). Purpose of Reading

The main purpose behind reading is to make connections between what you already know and what you need to know. Knowing why you are reading will greatly increase your chances of understanding the material. There are many reasons why you might be reading some particular text:

- a. Pleasure and Enjoyment. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you.
- b. To get an overview. The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author.

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<sup>14</sup> Nurdiana. Amelia, Rizky. (2017). buku lengkap Interpretive reading (1). Interpretive Reading.

- c. To locate specific information.
- d. To identify the central idea of theme. Looking for the main ideas rather than individual words and so-called facts.
- e. To develop a detailed and critical understanding. From the theories above, we know that what we are going to get after reading. The readers have their aim when they read something.

## 2. Reading Comprehension

### a. Definition

Reading and reading comprehension are two things that are closely related. Comprehension is one of the skills in English that must be considered in English learning activities. According to Catherine Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>15</sup>

William Grabe and Fredricka L. Stoller define reading comprehension is an extraordinary feat of balancing and coordinating many abilities within a very complex and rapid set of processes, allowing us to think that comprehension is an effortless and enjoyable activity for fluent readers.<sup>16</sup> In reality, reading activities are often done casually without paying attention to the process and not creating an enjoyable atmosphere.

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<sup>15</sup> Snow, C. E., Science and Technology Policy Institute (Rand Corporation), & United States. Office of Educational Research and Improvement. (2002). Reading for understanding : toward an R & D program in reading comprehension. Rand.

<sup>16</sup> Grabe, W., & Stoller, F. L. (2002). Teaching and Researching Reading. New York: Pearson Education. <https://doi.org/10.4324/9781315833743>

Meanwhile, in the activity of understanding a reading there are several things that must be considered. According to Charles A. Perfetti, Nicole Landi, dan Jane Oakhill reading comprehension requires the coordination of multiple linguistic and cognitive processes including, but not limited to, word reading ability, working memory, inference generation, comprehension monitoring, vocabulary, and prior knowledge<sup>17</sup> So, reading is not only limited to reading from the beginning of the text to the end of the text without knowing what the content and meaning of the words are.

Learning to read can be done by including student activeness and contextually in order to improve student comprehension. Graesser define a reading comprehension technique is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.<sup>18</sup>

#### b. The Elements of Reading Comprehension

Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension (Clymer 1968).

First, Literal Comprehension. Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall

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<sup>17</sup> Perfetti, C. A. , L. Nicole. , O. Jane. (2005). Acquisition reading compre. The Acquisition of Reading Comprehension Skill.

<sup>18</sup> Graesser, A. C. (2007). Reading Comprehension Strategies Theories, Interventions, and Technologies.



comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

Second, Inferential Comprehension. Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers—their background knowledge.

Third, Critical Comprehension. Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.

Were the characters reputable and honest in their actions?

- a) Did the selection offer the reader new information, new insights, or added enjoyment?
- b) Were the characters authentic?
- c) Was the literary quality of the text high?

Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make

informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.<sup>19</sup>

According to Davis as cited in Pearson and Hamm (2005), there are 8 skills that need to be considered in reading comprehension, that is :

1. Recalling word meanings
2. Drawing inferences about the meaning of a word in context
3. Finding answers to questions answered explicitly or in paraphrase
4. Weaving together ideas in the content
5. Drawing inferences from the content
6. Recognising a writer's purpose, attitude, tone and mood a
7. Identifying a writer's technique
8. Following the structure of a passage<sup>20</sup>

c. Assessing Reading Comprehension

The purpose of assessment that typically comes at the end of a course or unit of instruction is to determine the extent to which the instructional goals have been achieved and for grading or certification of student achievement.<sup>21</sup> As with reading, assessment of reading activities needs to be done to determine students' understanding of the text.

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<sup>19</sup> Brassell, Danny., & Rasinski, T. v. (2008). Comprehension that works : taking students beyond ordinary understanding to deep comprehension. Shell Education. Pg : 17.

<sup>20</sup> Pearson, P. D., & Hamm, D. N. (n.d.). The Assessment of Reading Comprehension: A Review of Practices-Past, Present, and Future 1.

<sup>21</sup> Miller, M.D., Linn, R.L. and Gronlund, N.E. (2000) Measurement and Assessment in Teaching. 10th Edition, Pearson Education Ltd., Upper Saddle River.

Assessing reading comprehension can be done by giving multiple choice tests. Brown argues, multiple choice is chosen because of its efficiency in testing students' reading comprehension and easy assessment. The scores that students have obtained will then be classified at their respective comprehension levels.

Likewise with reading, assessment of reading activities needs to be done to determine students' understanding of the text. Danny Brassel & Timothy Rasinski Danny Brassel & Timothy Rasinski mentioned in their book “Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep comprehension” that is outstanding comprehension, adequate comprehension, and poor comprehension for.

### **3. Teaching Technique**

Teaching is not only one way to transfer knowledge to learners, but it also a way to understand what they need, experience and feel and provide a necessary intervention to make them learn. English teachers have to ensure that the techniques they employ to teach students match with their needs. In addition, not all students are interested in learning English, English teachers must be innovative in the technique they use to support, inspire, and motivate their students. Teachers are expected to apply effective learning techniques to their students.

Anthony argue that technique is a strategy, contrivance or a trick that a teacher implements in the classroom to achieve the teaching goal. In short, he believes that a teaching technique is the way how a teacher

performs in the classroom to meet the goal.<sup>22</sup> The implementation of learning techniques in the classroom by teachers is aimed at achieving learning objectives by students.

In planning for learning, Doff argues that there is a correlation between teaching technique with how learning activities are organized. Therefore, a teacher can change his technique if he believes that the new technique is more effective especially for the students.<sup>23</sup> This aims to improve the quality and effectiveness of learning in class. If the teacher is too attached to the old technique, it is feared that students will not get updates and learning activities cannot be effective.

The purpose of using learning techniques is to help students understand learning concepts better, increase student learning motivation, and achieve predetermined learning objectives. Learning techniques can include the use of concept maps, problem solving, rehearsal, group discussion and the use of games or simulations. Learning techniques can also be interpreted as ways or concrete steps taken by teachers or instructors in implementing a learning method or strategy.

Furthermore, Brown asserts that teaching technique for a language teacher is the chosen way how the teacher presents language materials to learners and therefore it should match the students' learning needs. This can allow students to have an idea before learning more about the material.

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<sup>22</sup> Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

<sup>23</sup> Doff, A. (1988). *Teaching English: A training course for teachers*. Cambridge: Cambridge University Press.

<sup>24</sup> That way, it can minimize the occurrence of misinformation by students. However, if the teacher is wrong in applying this teaching technique, it can have an impact on the failure of the absorption and understanding of the material by students because the technique applied is not in accordance with the needs of the specific abilities of students in the class.

Brown classified technique into controlled, semi-controlled and free technique as he asserts that teaching technique always moves from manipulative to a free communication dimension. Berikut ini merupakan beberapa poin perbedaan antara tiga klasifikasi tersebut :

a. Controlled Technique

Controlled technique is the technique that is still under the supervision of a teacher and he can predict and direct what the students will do. Such activities as drilling, dictation, reading aloud belong to this classification.

In a classroom communication where students have an opportunity to express their ideas in response to teachers' questions, teachers have less control towards what the students will say. They can say something that even different from what the teachers expect. In this setting the students may communicate in a freer and spontaneous way. Therefore such activities like brainstorming, information gap, story-telling belong to the less-controlled activities.

b. Semi Controlled

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<sup>24</sup> Brown, J. (1995). A systematic approach to program development. Massachussets: Heinle&Heinle Publishers

In semi controlled technique use of language in a less restrictive way than the controlled but taking into account linguistic patterns already set up by the teacher.

c. Free Controlled

This type is more freeing for students to be active and experiment. Free activities relate to situations where students can act out activities or express ideas without control from their teachers such as, role playing, drama, discussion, problem solving, simulation etc. Students are the main actors in the class and not the teacher.<sup>25</sup>

From an innovation point of view, active teaching techniques change the pace of the classroom, and are a creative way to increase students' involvement, motivation, excitement, attention, and perceived helpfulness and applicability of the class.<sup>26</sup>

#### **4. Collaborative Strategic Reading (CSR)**

a. Definition

Collaborative Strategic Reading (CSR) technique proposed by Janette K. Klingner and Sharon Vaughn pada tahun 1998. This technique teaches students to use comprehension strategies while working cooperatively. According to Bremer, Collaborative Strategic Reading (CSR) technique is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching and (b)

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<sup>25</sup> High School, J., Pratolo, B. W., & Susanti, A. (2018). Students' Voice on Their English Teacher's Teaching Techniques: A Case Study at A Private Indonesian. *English Language Teaching Educational Journal (ELTEJ)*, 1(1), 29–37.

<sup>26</sup> Hackathorn, J., Solomon, E. D., Blankmeyer, K. L., Tennial, R. E., & Garczynski, A. M. (2011). *The Journal of Effective Teaching* an online journal devoted to teaching excellence. In *The Journal of Effective Teaching* (Vol. 11, Issue 2).

cooperative learning or student pairing. Reciprocal teaching in this technique is an activity between teachers and students in understanding a lesson such as summarizing, questioning, clarifying, and predicting.<sup>27</sup> Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

Collaborative Strategic Reading (CSR) technique was designed to be used with expository text, it can also be used with descriptive text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and eclectic or balanced approaches.<sup>28</sup>

#### b. Step of Collaborative Strategic Reading (CSR)

##### 1. Strategy 1: Preview

Students preview the entire passage before they read each section.

The goals of previewing are :

- (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes),
- (b) to activate their background knowledge about the topic, and

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<sup>27</sup> Bremer, C.D., et al. (2002). Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills. Research to Practice Brief.

<sup>28</sup> Klingner, J. K., Vaughn, S., & Sullivan, L. (1998). Using Collaborative Strategic Reading.

(c) to help them make predictions about what they will learn.

Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset. Introduce previewing to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell you what they learn from previews by asking questions like the following:

- a) Do you learn who is going to be in the movie?
- b) Do you learn during what historical period the movie will take place?
- c) Do you learn whether or not you might like the movie?
- d) Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things:

- (a) brainstorm what they know about the topic and
- (b) predict what they will learn about the topic.

## 2. Strategy 2 : Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text.



When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading.<sup>29</sup> After students identify clunks, the class uses "fix-up" strategies to figure out the clunks. As with the other strategies, you may teach students the click and clunk technique from the beginning of the year and use it in various contexts.<sup>30</sup>

### 3. Strategy 3: Get the Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph).<sup>31</sup> The goal of getting the gist is to teach students to re-state the most important point in their own words to make sure they have understood what they have read. This technique can improve students' understanding and memory of what they have learned.

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<sup>29</sup> *Ibid*, P. 33

<sup>30</sup> *Ibid*, Pg : 33

<sup>31</sup> *Ibid*, Pg : 35

When you teach students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you the most important idea about the person, place, or thing in their own words. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

#### 4. Strategy : Wrap Up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 W and an H).

It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified. Teach students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage, but "in your head." Encourage students to

ask questions that involve higher-level thinking skills, rather than literal recall.<sup>32</sup>

b. Objectives and Benefit of Collaborative Strategic Reading (CSR)

The goals of Collaborative Strategic Reading (CSR) technique are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high achieving students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press). By applying this strategy, students can explore their knowledge by exchanging opinions about the text and improve their reading comprehension through active activities.

## 5. Descriptive Text

a. Definition

Descriptive text is a text which describe what a person or a thing is like.

Its purpose is to describe and reveal a particular person, place, or thing.

b. Structure Text (Generic Structure)

Descriptive text has its own rules in writing, including in the structure or composition of which must be written in order. The Generic Structure of Descriptive Text consists of Identification and Description.

1) Identification: Identifies phenomenon to be described. 2)Description:

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<sup>32</sup> *Ibid*, Pg : 35.

Describes parts, qualities, characteristics, etc. (Jenny Hammond 'English for Special Purposes', 1992)<sup>33</sup>

### 1. Identification

This section in the first paragraph - the goal is to identify something to be described. Identification serves to introduce the reader about the object or something that we have described before we tell about its properties.

### 2. Description

This section in the second paragraph and so on - contains the properties inherent in something that you already introduced to the reader in the first paragraph.

### c. Language Features

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

1. Focus on specific participants. Example : My English teacher, Andini's cat, My favourite place.
2. Use of Simple Present Tense.

The simple present tense is one of several forms of tenses in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense uses simple to form (e.g. I take, you take, we take, they take). The 3rd person singular takes an -

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<sup>33</sup> Hammond, Jenny. 1992. English for Special purposes. National Centre for English Language Teaching and Research: Macquarie University Sydney

s at the end. (he takes, she takes). The function of using simple present tense on a sentence :

1. To express habits
2. To express general truths
3. To expresses repeated actions or unchanging situations, emotions and wishes
4. To give instructions or directions.
5. To express fixed arrangements, present or future.
6. To express future time, after some conjunctions: after, when, before, as soon as, until.<sup>34</sup>

## **B. Previous Research Findings**

Researcher found several previous studies that could be used as reference materials in this study to test the effect of using this technique in improving students' reading comprehension skill skills as follows :

First, the previous research finding that can be a consideration theory is taken from the thesis of the University of Islam Malang by Susana Aulia, with the title collaborative strategic reading to improve students' reading comprehension in English education students at the University of Islam Malang. From the research title, we already know that this research focuses on students of the Islamic University of Malang. This study applied an experimental design using a one-group pre-test and post-test design. The demographic for this study included fourth-semester English Education

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<sup>34</sup> *Ibid*

Department students in the 2019/2020 academic year. Cluster random sampling was utilized as the sampling technique. The data was collected via tests and observations. Paired sample t-test was performed to analyze the data.

According to the average statistics acquired, the result from this research is the English Education students' reading comprehension is significant different using the Collaborative Strategic Reading (CSR) technique.<sup>35</sup> The research gap between this previous research and the research is in the research subject and data collection techniques. This study conducted research at the college student level and used a one sample test experiment. While this study conducted research at the junior high school level and used the quasi-experimental method of 2 classes, namely the control class and the experiment class.

Second, the previous research finding that can be a consideration theory is taken from article of Canadian Research & Development Center of Sciences and Cultures by Zohreh Ziyaeemehr, with the title The Efficacy of Collaborative Strategic Reading on the Reading Comprehension of ESP Learners. This study used a mixed methods approach, employing the Technology Acceptance Model (TAM) and in-depth interviews. Many students acknowledged that this online platform is quite beneficial and simple to use. Meanwhile, several of them had technological difficulties when using the site, impeding their learning process.<sup>36</sup>

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<sup>35</sup> Susana Aulia. Collaborative Strategic Reading To Improve Students' Reading Comprehension On English Education Students At University Of Islam Malang. (University of Islam Malang : Thesis, 2020)

<sup>36</sup> Khoiriyah, Nurjalia Kairoty, Almathea Viridhausya Aljasysyarin, *The use of Google Jamboard for synchronous collaborative reading strategies: The students' acceptance* (University of Muhammadiyah Malang : Article, 2022)

The result of the pretest and posttest were indicative of the effective role of collaborative strategic reading on the reading comprehension of ESP learners. The difference between this research and the research is in the level of the research object, the learning materials used for the research, and the place of the research. This previous research was applied to second-year students from Islamic Azad university of Mahshahr majoring in Electronics who are native speakers of Persian. While this study was conducted at the junior high school level.

Third, the previous research finding that can be a consideration theory is taken from article journal of STKIP Syekh Manshur Pandeglang Indonesia with the title The Effect of Collaborative Strategic Reading (CSR) and Critical Reading on Students' Reading Comprehension. This research is about proving empirically the effect of collaborative strategic reading (CSR) and critical reading on students' reading comprehension at the second grade of Private Junior High School in Ciputat. This research was a quasi-Experimental research. Reading comprehension data was obtained through multiple choice test. The data of critical reading was gained through the Essay Test.

The results showed that students in the experimental class research taught by critical debate and students in the control class taught by discovery learning improved their speaking scores differently. The experimental class had a much higher post-test score than the control class.<sup>37</sup> The research gap between this previous research and the research that carried out is in the material of test, the

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<sup>37</sup> Qurrotul A'yun, *The Effectiveness Of Critical Debate to Improve Students' Speaking And Critical Thinking Skill at The Eleventh Grade of MA Darul Falah Sirahan Pati in Academic Year of 2021/2022*. (University of Nahdlatul Ulama Jepara : Thesis, 2021)

subject, and the variable that have been observed. This study was conducted at a Junior High School and used an essay test in collecting research data.

Fourth, the previous research finding that can be a consideration theory is taken from article of Impiani Zagoto from University of Padang with the title Collaborative Strategic Reading (CSR) for Better Reading Comprehension.<sup>38</sup> This research is about the impact of Collaborative Strategic Reading (CSR) implementation on reading comprehension.

This research was conducted on 3rd semester students of English Department of STKIP Nias Selatan. This study used random text to be tested. The research gap between this study and the research conducted by the researcher is the subject of the study, the level of education, and the material tested. Meanwhile, this study used descriptive text to be tested on grade 7 students at the junior high school level.

### **C. Theoretical Framework**

Reading is an important activity during classroom learning. Teachers must have a reading learning technique for students so that the material can be delivered well and fun. Reading in groups, it is expected to be able to make students discuss with each other to exchange thoughts and ideas about the text. Minimizing drowsiness that attacks when reading a text, the application of Collaborative Strategic Reading (CSR) technique to students can encourage students to comprehend about each Descriptive text.

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<sup>38</sup> Zagoto, Impiani. Collaborative Strategic Reading (CSR) for Better Reading Comprehension. University of Padang. 2016



Based on the problems encountered by researchers, the reading comprehension of seventh grade students of SMPN 2 Paron Ngawi is still low. One of the things behind this is the application of reading learning techniques that are less effective in class. This resulted in the students not absorbing the learning material well. Therefore, the researcher choose Collaborative Strategic Reading (CSR) technique to be applied in class to improve students' reading comprehension.

This study has two variables, that is the independent variable is occupied by this technique, and the dependent variable is occupied by students' reading comprehension skill. Based on these research variables, it can be concluded that this study aims to determine the difference between classes that get the application of this technique and classes that do not applied this technique.

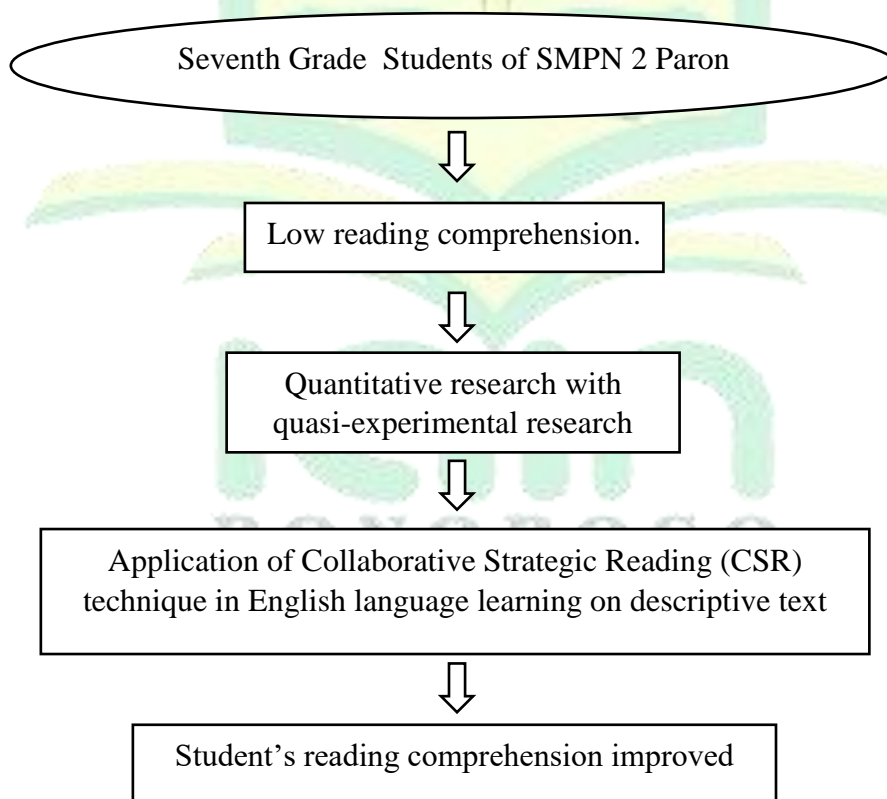


Figure 2.1 Theoretical Framework

#### **D. Research Hypothesis**

Hypothesis is a temporary answer to a research problem. According to F.N. Kerlinger, a hypothesis is a temporary conclusion or tentative preposition about the relationship between two or more variables. Thus a hypothesis is a preposition stated in a form that can be tested and predicts a certain relationship between two variables. A hypothesis is not a necessity in a study, because it is possible that the problem presented is so open. For exploratory research, there is no need for a hypothesis, but from this type of research one or several hypotheses can be born.

In descriptive research, sometimes a hypothesis is presented, sometimes not. So not all research must use a hypothesis. Apart from acting as a temporary answer to research problems, the hypothesis also acts as a guide for researcher in their research activities. A good hypothesis can describe the state or relationship between the variables being studied, and provide instructions on how variables can be observed and measured in empirical research. In qualitative research, the hypothesis functions to make the research sensitive to the phenomenon being studied, not to be tested whether it is proven or not as in quantitative research. Hypotheses also function to direct research activities, suggesting to researcher what data and what types should be collected, and how to analyze the data.<sup>39</sup>

Hypotheses should be formulated as best as possible in the form of sentence statements and must meet the following criteria like the formulation of the

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<sup>39</sup> Creswell, John W. 2005. Educational Research. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall

sentence is straightforward and simple, displays the variables explicitly, and testable (can be tested). According to its form, the hypothesis can be divided into two types:

1. Alternative hypothesis (if . . . then hypothesis), which is a hypothesis that shows a difference in relationship, or influence, between one variable and another.
2. Null hypothesis, which is a hypothesis that shows there is no difference, relationship, or influence between one variable and another.

In research, hypotheses are not to be proven, but to be tested. Hypothesis testing is by collecting a number of data which are then analyzed with certain techniques. The test results can be in the form of acceptance and can also be in the form of rejection of the proposed hypothesis. In quantitative research, researcher are required to have a hypothesis before collecting data. this research has a hypothesis as follows:

$H_0$  (Null Hypothesis) : There is no significant difference in reading comprehension between students who are taught using Collaborative Strategic Reading (CSR) technique than those who are not.

$H_a$  (Alternative Hypothesis) : There is a significant difference in reading comprehension between students who are taught using Collaborative Strategic Reading (CSR) technique than those who are not.

## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

A research design is a procedure used by a researcher to answer questions validly. At this point, we will discuss about research approach and type of research that we use in this study. It is objective and precise. Typically, a research design will specify the sort of analysis needed to achieve the intended results. The extent to which your design is good or terrible will be determined by your ability to obtain answers a research questions.<sup>40</sup>

##### 1. Research Approach

Research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This plan involves several decisions, and they need not be taken in the order in which they make sense to us and the order of their presentation here.<sup>41</sup> This research uses a quantitative analysis research. Quantitative analysis focuses on the analysis of internal characteristic test which are gotten by empirical analysis which consists of validity, reliability, and difficulty index while qualitative analysis focuses on the content, editorial, material, construction, and structure of language in the test .

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<sup>40</sup> Khanday. S. Ahmad, Khanam. Deeba (2019)The Research Design

<sup>41</sup> Creswell, John W. Creswell, J. David (2018) Research design: Qualitative, Qantitative, and Mixed Methods Approaches

## 2. Type of Research

Quantitative research examines the correlation between variables to evaluate objective theories. These factors can then be measured, often with devices, and the resulting numbered data can be examined statistically. The final written report follows a predetermined format that includes an introduction, literature and theory, methodology, findings, and discussion. Those who conduct this type of research, like qualitative researcher, have beliefs about evaluating hypotheses deductively, incorporating bias safeguards, controlling for alternative explanations, and being able to generalize and replicate the findings.<sup>42</sup>

Quantitative methods can be divided into two types based on the presence or absence of manipulation independent variables, that is the non-experimental methods with experimental methods. This research uses a quasi-experimental method. In some educational research, the most widely chosen form is quasi-experimental design because this form of experimental research is most suitable for educational research cases whose subjects are humans (students or teachers) who are difficult to fully control. Quasi-experimental design is used to answer the difficulties in conducting control due to the malfunction of the control group in controlling the presence of external variables that influence the experiment.

A quasi-experiment is one experiment in which the placement of the smallest unit into experimental and control groups is not done by

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<sup>42</sup> Creswell, John W. Creswell, J. David (2009) Research design: Qualitative, quantitative, and mixed methods approaches

nonrandom assignment (nonrandom assignment). Data was collected from the pre-test and post-test to determine whether the use of Collaborative Strategic Reading (CSR) technique had a significant effect on improving students' reading comprehension skill.<sup>43</sup>

In addition, quasi-experimental design is also designed for non-random sampling in order to get 2 groups that are the same, almost the same or equalized. Quasi-experimental design can be implemented in the form of time series design, nonequivalent control group design and some research cases also use a modified pretest-posttest control group design. In this study, the experimental class which was the class that applied the Collaborative Strategic Reading (CSR) technique was class 7E and the control class was class 7D which only applied the lecture or expository learning technique.

## **B. Location and Time of Research**

### **1. Location**

The research was conducted at SMPN 2 Paron Ngawi. This school is located at St. Kamboja, RT.01/RW.01, Nongko, Teguhan, Kec. Paron, Ngawi Regency, East Java. The researcher chose this study because based on observations that have been made, there are problems regarding students' reading comprehension skills of texts and minimal vocabulary knowledge. Therefore, Collaborative Strategic Reading (CSR) technique is considered suitable to be applied to students because this technique has duplicated the development of vocabulary knowledge and reading comprehension.

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<sup>43</sup> T. Dicky Hastjarjo. (2019) Rancangan Eksperimen-Kuasi *Quasi-Experimental Design*

## 2. Time of Research

The research schedule conducted by the researcher is:

**Table 3. 1 The Research Schedule**

No	Date	Activity
1.	21 <sup>st</sup> February 2024	The researcher came to SMPN 2 Paron Ngawi to submit an individual research permit and discussed with the 7th grade English teacher regarding modules and test tools.
2	22 <sup>nd</sup> February 2024	Researcher asked for validation of teaching modules and instruments for pre-test and post-test to lecturer in the English Department of IAIN Ponorogo.
3	6 <sup>th</sup> March 2024	Researcher asked for validation of teaching modules and pre-test and post-test to the English teacher of SMPN 2 Paron Ngawi.
4	8 <sup>th</sup> March 2024	Researcher conducted a validity test on research students in class 7C.
6	18 <sup>th</sup> March 2024	Researcher tested the pre-test to control class (7D)
7	19 <sup>th</sup> March 2024	Researcher tested the pre-test to experimental class (7E)

**Table 3. 2 The Schedules of Control Class**

No	Date	Activity
1	25 <sup>th</sup> March 2024	First meeting using an expository learning technique
2	27 <sup>th</sup> March 2024	Second meeting using an expository learning technique
3	1 <sup>st</sup> April 2024	Third meeting using an expository learning technique & post-test

**Table 3. 3 The Schedules of Experimental Class**

No	Date	Activity
1	26 <sup>th</sup> March 2024	First meeting with Collaborative Strategic Reading (CSR) technique treatment
2	28 <sup>th</sup> March 2024	Second meeting with Collaborative Strategic Reading (CSR) technique treatment
3	2 <sup>nd</sup> April 2024	Third meeting with Collaborative Strategic Reading (CSR) technique treatment & post-test

### **C. Population and Research Sample**

The population is the set or group of all the units to whom the study findings will be applied. The population of this study were grade 7 students of SMPN 2 Paron Ngawi, totalling 160 students. Class 7 is divided into 5 classes, that is classes 7A - 7D. Each class contains 32 students.

The sample is only a fraction of the population in terms of size and composition. If the population is huge and the researcher is unable to investigate everyone in the population owing to financial, human, and time restrictions, the researcher can utilize a sample drawn from a representative population. Somantri defines the sample is a tiny portion of the population drawn using certain processes to reflect the entire population.<sup>44</sup>

At the time of data collection, researcher used cluster random sampling. This sampling is similar to stratified sampling in that groups of individuals are determined from the population, and subjects are drawn from these groups.

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<sup>44</sup> Sukmawati, S., Salmia, S., & Sudarmin, S. (2023). Population, Sample (Quantitative) and Selection of Participants/Key Informants (Qualitative). *Edumaspul: Jurnal Pendidikan*, 7(1), 131-140. Retrieved from <https://ummaspul.e-journal.id/maspuljr/article/view/5259>



However, the sample units are groups, such as schools, classes, and regions, rather than individuals. In using this technique, the researcher first selects units (groups of individuals) at random. When the unit has been selected, individuals who are members of the unit are automatically used as research subjects. In educational research, this sampling uses the class as the sample unit.<sup>45</sup>

This research uses quasi-experimental which means using a sample of 2 classes to make a comparison of control classes and experimental classes. Researcher took a sample of 2 classes, namely class 7D as a control class that received the application of expository learning technique that teachers usually apply and class 7E as an experimental class that applied the Collaborative Strategic Reading (CSR) learning technique on descriptive text material.

#### **D. Operational Definition of Research Variables**

Operational definitions are essential to research because they permit investigators to measure abstract concepts and constructs and permit them to move from the level of constructs and theory to the level of observation.<sup>46</sup> There are two quantitative research variables, namely the dependent variable and the independent variable. Independent Variable (IV) - the variable that the researcher manipulates (changes) to see if it causes a modification in the dependent variables - in certain studies, this is clearly identifiable as the grouping variable. The dependent variable (DV) is the variable that the

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<sup>45</sup> Dr Neni Hasnunidah, S. P. M. P. (2017). Metodologi Penelitian Pendidikan.

<sup>46</sup> Maggie Paulus & Altay Sendil, Initial Research Methodology Issues

researcher measures to determine if the value changes when the independent variable changes. The research variables of this study are:

Independent variable : Collaborative Strategic Reading (X)

Dependent variable : Students Reading Comprehension (Y)

## **E. Data Collection Techniques and Instruments**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.<sup>47</sup> This study used quasi-experimental in data collection techniques. This data collection technique uses pre and post tests on the control class and experimental class.

Research instruments are tools used to gather and analyze data. These technologies can be used by researcher in almost any discipline. This study used tests and documentation to collect data.

### **1. Test**

Researcher used two tests, namely pre-test and post-test. The pre test was tested on students when the technique treatment had not been carried out in the classroom. The post test was given after the technique treatment was applied in the classroom. The test is a multiple choice questions that will test students' reading comprehension. Test consist of 20 questions. Here the table instrument of this research :

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<sup>47</sup> Syed Muhammad Sajjad Kabir. (2016). Basic Guidelines for Research: An Introductory Approach for All Disciplines. Bangladesh

**Table 3. 4 Blueprint of Pre-Test and Post-Test**

No	Indicators	Theory	Sample of Question	Number of Item	
				Pre-Test	Post-Test
1	Students can recite / recall the meaning of words	Theory by Davis, F. B. : Research in comprehension in reading.	What is the meaning of a sentence “two pillows and a blanket” from the text above ...	5, 17, 20, 14, 23	4, 8, 14, 17, 22
2	Students can draw inferences about the meaning of a word in a context	Reading Research Quarterly	“Alya also likes to help others.” From the statement above, alya is the type of person who ...	4, 19	9, 16
3	Students can find the answer explicitly or in paraphrased		Why does the author love living rooms?	1, 3, 9, 6, 7, 12, 15, 16, 18, 24	1, 3, 7, 12, 13, 15, 18, 19, 20, 21, 24
4	Student can weave ideas in the context in the text / picture.		Based on the picture above, can you describe what is Ari doing...	10	10
5	Students can draw inferences from the content		What is the text about...	8, 11, 22	5, 11
6	students can recognize the purpose, conclusion attitude, tone or atmosphere in a text		What is the purpose of students being prohibited from picking rose flowers in the garden.	25	25
7	Students can identify a writer technique		The text above belong to the category of text...	13, 21	6, 23
8	Students can follow the structure of the passage		The second paragraph in descriptive text above is part ...	2	2

In order to categorize the level of reading comprehension, Danny Brassel & Timothy Rasinski mentioned in their book “Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension” that there are 3 categories of student reading comprehension based on the test scores given. <sup>48</sup>The following is the student comprehension score scale:

**Table 3. 5 Level Category of Reading Comprehension**

<b>Student Score</b>	<b>Level of Comprehension</b>
81-100	Outstanding comprehension
61-80	Adequate comprehension
0-60	Poor comprehension

## **2. Documentation**

This study uses a documentary instrument for data collection that has been carried out. Researcher use documentation of research tools such as lesson plans, student test scores, and student rosters that will be used in determining experimental data and student test scores. In addition, researcher also included school profiles for research documents. In this documentation, researcher used documentation such as teaching module learning devices and documentation during the research took place in the classroom.

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<sup>48</sup> Brassell, Danny., & Rasinski, T. v. (2008). Comprehension that works : taking students beyond ordinary understanding to deep comprehension. Shell Education.

## F. Validity and Reliability

The data obtained will be processed using statistical testing. This study used SPSS 25 to process research data.

### 1. Validity

The term validity is derived from the word determination, which refers to the extent of a measuring instrument's determination and precision in executing its measuring function.<sup>49</sup> To conduct this validity test using the SPSS program. The testing technique often used by researcher to test validity is to use Pearson's Bivariate correlation (Pearson's Product Moment). This analysis is by correlating each item score with the total score. The total score is the sum of all items. Question items that correlate significantly with the total score indicate that these items can provide support in revealing what you want to reveal.

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}}$$

$r_{xy}$  = Correlation coefficient between variable X and variable Y

$N\Sigma xy$  = Number of multiplications between variables x and Y

$\Sigma x^2$  = Sum of the squares of the X values

$\Sigma y^2$  = Sum of the squares of the Y values

$(\Sigma x)^2$  = The sum of the X values is then squared

$(\Sigma y)^2$  = The sum of the Y values is then squared

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<sup>49</sup> Sudaryono. (2019). Validity of Test Instruments. J. Phys.: Conf. Ser. 1364 012050

If  $r \text{ count} \geq r \text{ table}$  (2-sided test with sig. 0.05) then the instrument or question items are significantly correlated to the total score (declared valid).

**Table 3. 6 The Result of Pre-Test Question Validation Test**

No Item	"R" Arithmetic	"R" Table	Status
1	0.390	0.3494	VALID
2	0.567	0.3494	VALID
3	0.442	0.3494	VALID
4	0.548	0.3494	VALID
5	0.545	0.3494	VALID
6	0.457	0.3494	VALID
7	0.394	0.3494	VALID
8	0.057	0.3494	INVALID
9	0.465	0.3494	VALID
10	0.422	0.3494	VALID
11	0.601	0.3494	VALID
12	0.186	0.3494	INVALID
13	0.578	0.3494	VALID
14	0.461	0.3494	VALID
15	0.489	0.3494	VALID
16	0.565	0.3494	VALID
17	0.360	0.3494	VALID
18	0.610	0.3494	VALID
19	0.401	0.3494	VALID
20	0.579	0.3494	VALID
21	0.451	0.3494	VALID
22	0.490	0.3494	VALID
23	0.534	0.3494	VALID
24	0.596	0.3494	VALID
25	0.462	0.3494	VALID

Based on the table above, it is known that there are several questions that have invalid status because the number of rcounts  $<$  rtable. For example, question number 12 is declared invalid because the result is  $0.186 < 0.3494$ . There were 2 questions that were declared invalid so that the total

number of valid questions was 22 questions. Therefore, the researcher only chose 20 questions that had valid status to be tested on students. Below is a table of post-test question validity test results.

**Table 3. 7 The Result of Post-Test Question Validation Test**

No Item	"R" Arithmetic	"R" Table	Status
1	0.455	0.3494	VALID
2	0.509	0.3494	VALID
3	0.404	0.3494	VALID
4	0.455	0.3494	VALID
5	0.449	0.3494	VALID
6	0.482	0.3494	VALID
7	0.455	0.3494	VALID
8	0.522	0.3494	VALID
9	0.298	0.3494	INVALID
10	0.478	0.3494	VALID
11	0.553	0.3494	VALID
12	0.408	0.3494	VALID
13	0.467	0.3494	VALID
14	0.393	0.3494	VALID
15	0.474	0.3494	VALID
16	0.605	0.3494	VALID
17	0.354	0.3494	VALID
18	0.384	0.3494	VALID
19	0.164	0.3494	INVALID
20	0.591	0.3494	VALID
21	0.421	0.3494	VALID
22	0.197	0.3494	INVALID
23	0.664	0.3494	VALID
24	0.600	0.3494	VALID
25	0.653	0.3494	VALID

Based on the table of post-test question validity test results above, it is known that there are several questions that have invalid status because the number of r counts < r table. For example, question number 22 is declared invalid because the result is  $0.194 < 0.3494$ . There were 3 questions that

were declared invalid so that the total number of valid questions was 23 questions. Therefore, the researcher only chose 20 questions that had valid status to be tested on students.

## 2. Reliability

Reliability means that the instrument can differentiate the subject. Nunnally (1970) in Surapranata (2005) states that reliability means normal score which is gained by the same subject when did the repeatedly test in the difference situation. The function of test reliability is to determine how much variability which happen because of the fault of measurement and how many the real test score variability. Reliability has two constants, internal and external. Internal means that the items of questions are homogeny from the difficulty until the form of the test, while the external means the level of the items to produce the score, which is constant every time.<sup>50</sup>

Reliability is not the same as validity. It means that a reliable measurement will measure consistently but not necessarily measure what it is supposed to measure. In research, reliability is the extent to which the measurement of a test remains consistent after it is repeated on the subject and under the same conditions. Research is considered reliable when it provides consistent results for the same measurement. It is not reliable if the repeated measurements give different results. The high and low reliability is empirically indicated by a number called the reliability

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<sup>50</sup> Irwan Sulistyanto. 2014. Validity and Reliability Test Research Testing. Islamic University of Malang



coefficient value. High reliability is indicated by the rxx value close to 1. The general agreement is that reliability is considered satisfactory if  $\geq 0.700$  (Nunnally & Bernstein, 1994). Testing the reliability of the instrument using the Cronbach Alpha formula because this research instrument is in the form of a test and a multilevel scale. Cronbach's Alpha formula is as follows:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_t^2}{\sigma_o^2} \right)$$

- $r_{11}$  = The reliability sought
- $n$  = Number of question items tested
- $\sum \sigma_t^2$  = Total the variance of scores for each item
- $\sigma_o^2$  = Total the variance.

From Nunnally, we can conclude that if the alpha value is  $> 0.70$ , it means the test is reliable. And If alpha  $> 0.90$ , then it can be said that the reliability of the test is perfect. Instead, if the results of Cronbach Alpha show results  $< 0.70$  then the test is categorized as unreliable or has low reliability to be tested on students. The following is a description of the results of the question reliability test that the researcher have done.

**Table 3. 8 The Result of Pre-Test Reliability**

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.864	23

The results of the reliability test show 0.864 which shows that these results are  $> 0.70$ , so it can be said that the pre-test question items are reliable. Furthermore, below are the results of testing the reliability of post-test items.

**Table 3. 9 The Result of Post-Test Reliability**

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.858	22

The post-test test results show 0.858 which is a nominal value greater than the standard of a test that can be said to be reliable, or  $> 0.70$ . So it can be concluded that the Post-Test is reliable.

## **G. Data Analysis Technique**

### **1. Normality Test**

The normality tests command performs hypothesis tests to examine whether or not the observations follow a normal distribution. The command performs the following hypothesis tests - Kolmogorov-Smirnov (Lilliefors), Shapiro-Wilk W, D'Agostino-Pearson Skewness, Kurtosis and Omnibus K2 tests. A normal probability plot could be produced to graphically assess whether the sample comes from a normal distribution.

The normal distribution is one of the most important distributions we will encounter. There are several reasons for this:

1. Many dependent variables are generally assumed to be normally distributed in the population. That is, we often assume that if we obtain the entire population of observations, the resulting distribution will be very similar to a normal distribution.
2. If we can assume that a variable is at least approximately normally distributed, then this technique allows us to make a number of conclusions (either exact or approximate) about the values of that variable.
3. Testing the normality of data is often included in an inferential statistical analysis for one or more sample groups. Normality of data distribution is an assumption that is a requirement for determining what type of statistics to use in subsequent analysis.

The normality test is usually used to measure ordinal, interval or ratio scale data. If the analysis uses parametric methods, then normality requirements must be met, namely that the data comes from a normal distribution. If the data is not normally distributed, or the number of samples is small and the data type is nominal or ordinal, then the method used is non-parametric statistics. The normality test is used to determine whether the data obtained is normally distributed or not. The basis for decision making is value. Statistical hypothesis used:

H<sub>0</sub>: the sample is normally distributed

H<sub>1</sub>: the data sample is not normally distributed

However, if the distribution of research data that reveals student abilities is found to be abnormal, this does not mean that the research must stop because there are still non-parametric statistical facilities that can be used if the data is not normally distributed.

## **2. Homogeneity Test**

Homogeneity testing is intended to make sure that the collected data in the analysis is truly taken from a population which is too different from each other.<sup>51</sup> Especially in a study that is predictive, the model that is used must be appropriate for the composition and distribution. The homogeneity test is a statistical test procedure intended to show that two or more groups of sample data come from populations that have the same variance. In

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<sup>51</sup> Bombo, A., Gde, I., Agus Pramerta, P., Gede, D., & Kumara, A. G. (2022). Students' Vocabulary and Reading Comprehension: Is It Correlated? *Academic Journal on English Studies*, 2(2).

regression analysis, the analytical requirements needed are that the regression error for each grouping based on the dependent variable has the same variance. So it can be said that the homogeneity test aims to find out whether several groups of research data have the same variance or not. In other words, homogeneity means that the data set we are studying has the same characteristics.

Homogeneity testing is also intended to provide confidence that a set of data manipulated in a series of analyzes does come from a population that is not much different in diversity. For example, if we want to research a problem, for example measuring students' understanding of a sub-material in a particular lesson in a school that is intended to be homogeneous, this could mean that the data group we sample in the research has the same characteristics, for example coming from the same grade level.

Homogeneity test calculations can be carried out using various methods, some of which are quite popular and frequently used include: Harley, Cochran, Levene and Barlett tests.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Setting

This research was conducted at a junior high school, SMPN 2 Paron, located at St. Kamboja, Teguhan Rt. 01 Rw. 01, Ngawi Regency. This school has been established since 1986, which means it has been operating for 38 years.

This school has 5 class groups in each grade level. SMPN 2 Paron Ngawi, which is now headed by Mr. Purwanto, M.Pd, is one of the junior high schools in Ngawi that has fully implemented the independent curriculum from grade 7 to grade 9. The vision and mission of this school are as follows:

##### 1. Vision

The realization of SMP Negeri 2 Paron Ngawi which is exemplary in achievement, leading in science and technology, excellent in service, polite in behavior and cultured.

##### 2. Mission

- a. Implementing Religious Education and Practice
- b. Implementing the Development of Education Unit Level Curriculum
- c. Carrying out the Development of Educators and Education Personnel
- d. Implementing the Development of Learning Methods and Strategies
- e. Implementing the Development of Competency-Based Assessment
- f. Implementing and Improving the Development of Students' Talents and Interest
- g. Implementing Electronic Media Utilization and Development
- h. Implementing the Development of Educational Facilities

- i. Implementing the development of funding sources and utilization of school potentials
- j. Implementing MBS Development
- k. Implementing the Education of Good Manners and Budi Pekerti Luhur
- l. Implementing the 5S Culture (Smile, Greeting, Greeting, Polite, Polite)

The school is built around the rice fields of local residents. However, this does not affect the number of students because this school is quite close to the community in several villages compared to other schools. This school has a total of 412 students with 43 teachers and educators. This study was conducted in class 7 with a population of 160 students. Each class contains 32 children. The researcher took 2 classes, namely Class 7D and 7E to be the research sample. Class 7D was used as the control class and class 7E as the experimental class.

Researcher chose this school to be used as a research site because they found problems from the results of classroom observations and English language subject teachers regarding the level of comprehension of reading English texts by students in grade 7 which is still low. Therefore, the researcher used Collaborative Strategic Reading (CSR) technique which is effectively used to improve reading comprehension of texts such as descriptive text, recount text, or procedure text. The researcher used this technique in an effort to improve the reading comprehension of descriptive text which is suitable for students at the first level. The classroom research was conducted on March 25 - April 02, 2024.

When the research took place, students seemed enthusiastic about learning. Students in the experiment class tended to be more active when learning was made into groups. They exchanged information and vocabulary knowledge from those who did not understand to those who understood. Whereas students in the control class, which was the class that applied expository learning technique without groups, tended to be passive.

## **B. Statistical Description**

This section contains a description of the research results which contains an explanation of the research data in the form of statistical figures, percentages, tables or graphs.

### **1. Procedure of Experimental Class and Control Class**

This research is a quantitative with quasi-experimental design. In collecting data, the researcher took 2 classes as samples which were divided into control class and experimental class. The researcher applied Collaborative Strategic Reading (CSR) technique in the experimental class in three meetings. Furthermore, the researcher gave a pre-test and post-test to students to find out any significant differences between the control class and the experimental class.

In the first meeting the researcher explained a little about descriptive text and the rules of language use. Because the researcher focused more on student activeness, the researcher did not explain too much. Furthermore, if



the students had grasped the concept of descriptive text, then the researcher divided the students into several groups of 4-6 students. Then the researcher distributed paper containing descriptive text about describing people which they would later discuss by them.

First, the students were directed to preview the text by looking at and observing the text from the title and the pictures listed in it to form their prior knowledge. After that, they read it and write down some vocabulary that they don't know the meaning of. The third step is getting the gist or finding out the content of the text discussion. In this phase they can exchange information and ideas with each other regarding their views/understanding of the text. The last step is wrap up. The researcher gave practice questions about the text with the aim of testing their reading comprehension.

The researcher gave about 10 minutes for students discussed to complete the task given by the researcher. Students read out the results of their discussion and mention some vocabulary that they do not understand the meaning of and then other groups help to interpret the vocabulary. Afterward, the researcher gave feedback on the lesson and briefly reviewed the material that had been discussed.

The researcher applied Collaborative Strategic Reading (CSR) technique with three meetings. In the second meetings, the researcher gave each group an additional task to create one simple descriptive text about people. The researcher divided the students into several groups of 4-6

students. Then the researcher distributed paper containing descriptive text about describing people which they would later discuss by them.

The students were directed to preview the text by looking at and observing the text from the title and the pictures listed in it to form their prior knowledge. After that, they read it and write down some vocabulary that they don't know the meaning of. The third step is getting the gist, in this phase they can exchange information and ideas with each other regarding their views/understanding of the text. The last step, the researcher gave practice questions about the text with the aim of testing their reading comprehension and and assign each group to create a simple descriptive text about describing people.

In the third meetings, the students were more enthusiastic to follow the learning that applied Collaborative Strategic Reading (CSR) technique. In the end of the third meeting, the researcher gave a post-test to students as one of the series in research activities. The following are the results of students' pre-test and post-test in the experimental class.

**Table 4. 1 The Result of Pre-Test and Post-Test Experimental Class**

<b>Student Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1.	45	85
2.	50	75
3.	55	80
4.	60	75
5.	50	70
6.	60	85
7.	55	75
8.	55	85
9.	70	95

10.	60	80
11.	55	70
12.	50	80
13.	50	80
14.	65	90
15.	50	80
16.	45	85
17.	55	90
18.	50	95
19.	40	80
20.	55	75
21.	60	85
22.	50	80
23.	55	85
24.	50	85
25.	55	80
26.	70	70
27.	75	90
28.	60	85
29.	60	80
30.	60	95
31.	65	75
32.	60	85

While in the application of expository technique in the control class, the researcher are more active in learning. In the first meeting, the researcher explained more learning materials and students listened more to the presentation of descriptive text material about describing people from the researcher. The researcher invited the students to read the descriptive text individually along with the enrichment about the text. Students who did not know the meaning of vocabulary were invited to ask the teacher. However, many of them were reluctant to ask and did not read the descriptive text carefully.

Afterward, the researcher invited students to discuss the enrichment questions about the descriptive text they read. Some students tended to cheat on other students' work because they did not want to read the text carefully. The researcher then evaluated the learning material that had been learned. The researcher conducted 3 treatments using expository learning technique.

In the second meeting of the application of expository technique in the control class, the researcher explains the material about describing people to the students. Students seem less enthusiastic about learning descriptive text and choose to chat with their friends. students are directed to read individually and then afterward work on the questions that have been given. In the third meeting as well as the last meeting, before the learning hours ended, the researcher tested the post-test to students in the control class. The following are the pre-test and post-test scores of students in the control class.

**Table 4. 2 The Result of Pre-Test and Post-Test Control Class**

<b>Student Number</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1.	40	75
2.	55	70
3.	65	75
4.	50	65
5.	45	55
6.	45	60
7.	50	60
8.	55	60
9.	75	85
10.	55	70
11.	65	65
12.	60	55
13.	45	55
14.	50	60

15.	60	65
16.	45	60
17.	60	65
18.	40	50
19.	60	70
20.	45	40
21.	65	70
22.	55	75
23.	70	85
24.	65	60
25.	55	65
26.	40	70
27.	50	60
28.	60	55
29.	70	85
30.	55	70
31.	65	85
32.	50	65

Based on the pre-test and post-test scores in the experimental and control classes, it is known that in the experimental class there was an increase in scores after the application of the Collaborative Strategic Reading (CSR) technique compared to the control class which applied the expository technique. There are any differences learning atmosphere in the class. The experimental class tends to be able to generate student learning activeness and student interest in reading descriptive text about describing text compared to the control class which is applied expository learning technique.

## 2. The Descriptive Statistics of Pre-Test and Post-Test

The following is a table of descriptive statistical results that contains the results of pre-test and post-test testing from the control class and experimental class.

**Table 4. 3 The Descriptive Statistics of Pre-Test and Post-Test Results of Control Class and Experimental Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	32	40	75	56.09	7.697
Post-Test Experimental	32	70	95	82.03	6.940
Pre-Test Control	32	40	75	55.16	9.460
Post-Test Control	32	40	85	65.78	10.558
Valid N (listwise)	32				

Based on Table 4.3, the researcher concluded that:

- a. The results of the pre-test testing in the experimental class were the highest score of 75 and the lowest student score was 40. Based on SPSS testing, the average value of the experimental class pre-test results was 56.09.
- b. The results of the post-test testing in the experimental class were the highest score of 95 and the lowest student score was 70. Based on SPSS testing, the average value of the experimental class post-test results was 82.03.
- c. The results of the pre-test testing in the control class were the highest score of 75 and the lowest score of students was 40. Based on SPSS testing, the average value of the control class pre-test results was 55.16.

d. The result of post-test testing in the control class is the highest score of 85 and the lowest score of students is 40. Based on SPSS testing, the average value of the control class post-test results is 65.78.

Below is the frequency of pre-test and post-test obtained by the experimental class and control class.

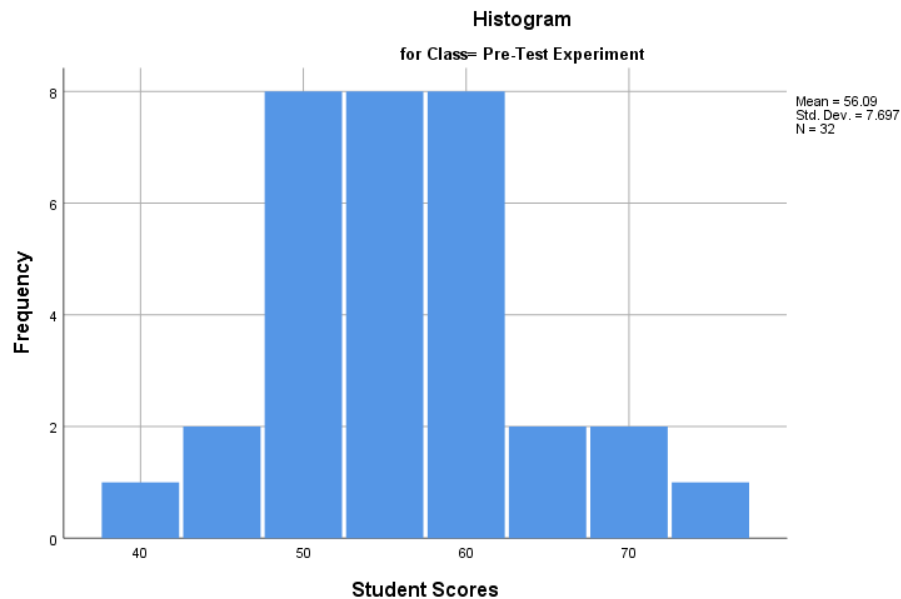
a. Frequency of Pre-Test Experimental

**Table 4. 4 The Frequency of Pre-Test Experimental Class**

Pre-Test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.1	3.1	3.1
	45	2	6.3	6.3	9.4
	50	8	25.0	25.0	34.4
	55	8	25.0	25.0	59.4
	60	8	25.0	25.0	84.4
	65	2	6.3	6.3	90.6
	70	2	6.3	6.3	96.9
	75	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the results of the frequency analysis above, it is known that the scores of students in the experimental class (7E) after took the pre-test of 20 multiple choice questions. The recapitulation of the values from the most obtained is the value of 50 achieved by 8 children or 25.5% of the total students in one class, the value of 55 achieved by 8 children or 25% of the population, and the value of 60 achieved by 8 children or 25% of the population of one class. Furthermore, we know that a total of 2 students or 6.3% of the population get a score of 65, 2 students or 6.3% of the

population get a score of 70, 2 students or 6.3% of the population get a score of 45, 1 student or 3.1% of the population gets a score of 40, and 1 student or 3.1% of the population gets a score of 75. Based on the table above, the histogram results are as follows



**Figure 4. 1 The Histogram of Pre-Test Experimental Class**

From the experimental class pre-test histogram above, it can be concluded that the mean (M) is 56.09 and the standard deviation (SD) is 7.697. So from the results obtained above, to categorize student scores with the level of reading comprehension are:

1. If the result is  $< M - 1.SD$  ( $56.09 - 7.697 = 48.39$ ) then it is categorized at a low level of understanding.
2. If the result is between  $M - 1.SD$  ( $56.09 - 7.697 = 48.39$ ) and  $M + 1.SD$  ( $56.09 + 7.697 = 63.787$ ) then it is categorized on moderate comprehension.



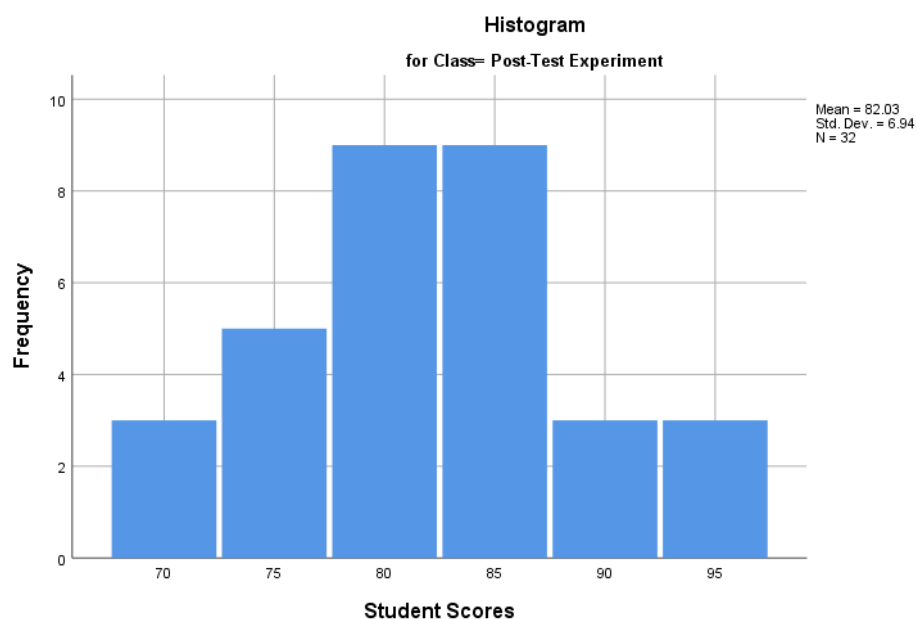
3. If the result is  $> M + 1.SD$  ( $56.09 + 7.697 = 63.787$ ) then it is categorized as good understanding.

b. Frequency of Post-Test Experimental Class

**Table 4. 5 The Frequency of Post-Test Experimental Class**

Post-Test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	9.4	9.4	9.4
	75	5	15.6	15.6	25.0
	80	9	28.1	28.1	53.1
	85	9	28.1	28.1	81.3
	90	3	9.4	9.4	90.6
	95	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

From the results of the frequency analysis above, it is known that the scores of students in the experimental class (7E) after doing the post-test of 20 multiple choice questions. The recapitulation of the values from the most obtained is the value of 80 achieved by 9 children or 28.1% of the total students in one class and the value of 85 achieved by 9 children also or 28.1% of the total population of one class. Furthermore, we know that a total of 5 students or 15.6% of the population got a score of 75, 3 students or 9.4% of the population got a score of 70, 3 students or 9.4% of the population got a score of 90, and 3 students or 9.4% of the population got a score of 95. Based on the table above, the histogram results are as follows:



**Figure 4. 2 The Histogram of Post-Test Experimental Class**

From the experimental class post-test histogram above, it can be concluded that the mean (M) is 82.03 and the standard deviation (SD) is 6.94. So from the results obtained above, to categorize student scores with the level of reading comprehension are:

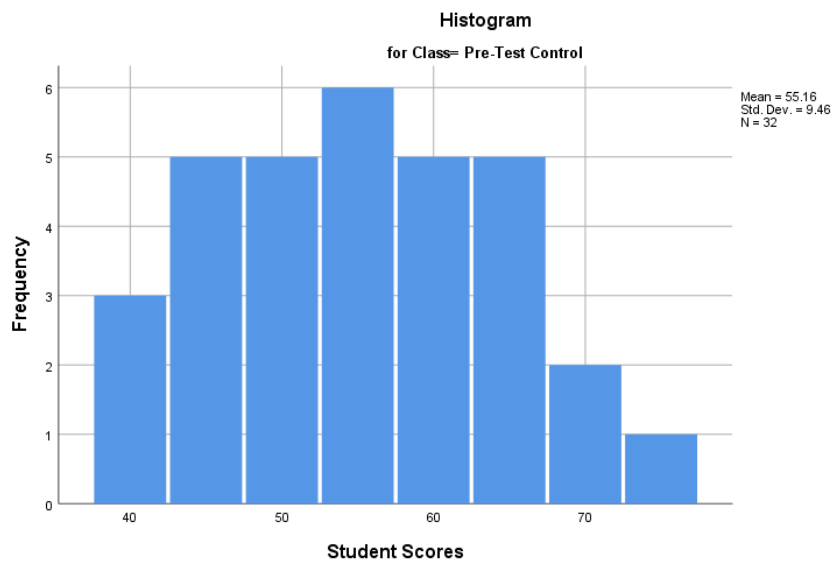
1. If the result is  $< M - 1.SD$  ( $82.03 - 6.94 = 75.09$ ) then it is categorized at a low level of understanding.
2. If the result is between  $M - 1.SD$  ( $82.03 - 6.94 = 75.09$ ) and  $M + 1.SD$  ( $82.03 + 6.94 = 88.97$ ) then it is categorized on moderate comprehension.
3. If the result is  $> M + 1.SD$  ( $82.03 + 6.94 = 88.97$ ) then it is categorized as good understanding.

c. Frequency of Pre-Test Control Class

**Table 4. 6 The Frequency of Pre-Test Control Class**

Pre-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	9.4	9.4	9.4
	45	5	15.6	15.6	25.0
	50	5	15.6	15.6	40.6
	55	6	18.8	18.8	59.4
	60	5	15.6	15.6	75.0
	65	5	15.6	15.6	90.6
	70	2	6.3	6.3	96.9
	75	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the results of the frequency analysis above, it is known that the scores of students in the control class (7D) after doing the pre-test of 20 multiple choice questions. The recapitulation of the values from the most obtained is the value of 55 achieved by 6 children or 18.8% of the total students of one class, the value of 45 achieved by 5 children or 15.6% of the total students of one class, the value of 50 achieved by 5 children also or 15.6% of the population, the value of 60 achieved by 5 children or 15.6% of the population, and the value of 65 achieved by 5 children also or 15.6% of the population of one class. Furthermore, we know that a total of 3 students or 9.4% of the population got a score of 40, 2 students or 6.3% of the population got a score of 70, 2 students or 6.3% of the population got a score of 45, and 1 student or 3.1% of the population got a score of 75. Based on the table above, the histogram results are as follows:



**Figure 4. 3 The Histogram of Pre-Test Control Class**

From the control class pre-test histogram above, it can be concluded that the mean (M) is 55.16 and the standard deviation (SD) is 9.46. So from the results obtained above, to categorize student scores with the level of reading comprehension are:

1. If the result is  $< M - 1.SD$  ( $55.16 - 9.46 = 45.7$ ) then it is categorized at a low level of understanding.
2. If the result is between  $M - 1.SD$  ( $55.16 - 9.46 = 45.7$ ) and  $M + 1.SD$  ( $55.16 + 9.46 = 64.62$ ) then it is categorized on moderate comprehension.
3. If the result is  $> M + 1.SD$  ( $55.16 + 9.46 = 64.62$ ) then it is categorized as good understanding.

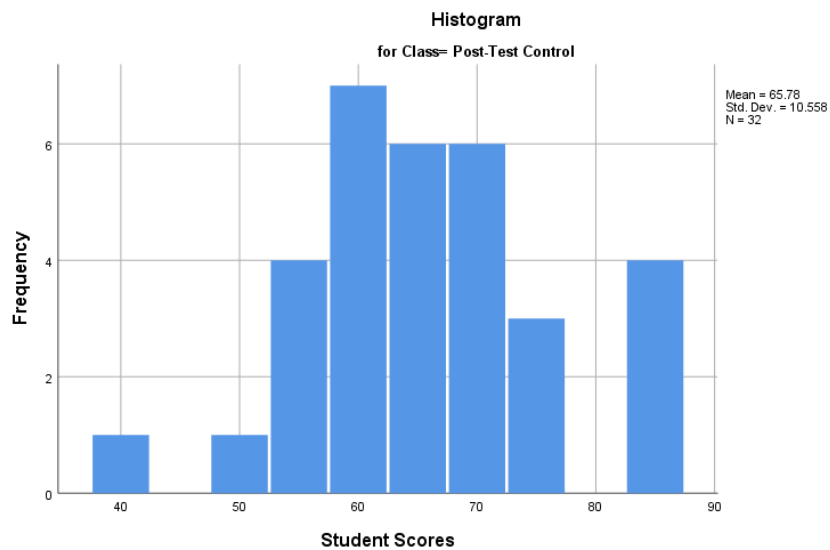
d. Frequency of Post Test Control Class

**Table 4. 7 The Frequency of Post-Test Control Class**

Post-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.1	3.1	3.1
	50	1	3.1	3.1	6.3
	55	4	12.5	12.5	18.8
	60	7	21.9	21.9	40.6
	65	6	18.8	18.8	59.4
	70	6	18.8	18.8	78.1
	75	3	9.4	9.4	87.5
	85	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

From the results of the frequency analysis above, it is known that the scores of students in the control class (7D) after doing the post-test of 20 multiple choice questions. The recapitulation of the values from the most obtained is the value of 60 achieved by 7 students or 21.9% of the total students in one class, the value of 65 achieved by 6 children also or 18.8% of the population, and the value of 70 achieved by 6 children also or 18.8% of the population of one class.

Furthermore, we know that a total of 4 students or 12.5% of the population got a score of 55, 4 students or 12.5% of the population got a score of 85, 3 students or 9.4% of the population got a score of 75, 1 student or 3.1% of the population got a score of 40 and 1 student or 3.1% of the population got a score of 50. Based on the table above, the histogram results are as follows:



**Figure 4. 4 The Histogram of Post-Test Control Class**

From the control class post-test histogram above, it can be concluded that the mean (M) is 65.78 and the standard deviation (SD) is 10.558. So from the results obtained above, to categorize student scores with the level of reading comprehension are:

1. If the result is  $< M - 1.SD$  ( $65.78 - 10.558 = 55.222$ ) then it is categorized at a low level of understanding.
2. If the result is between  $M - 1.SD$  ( $65.78 - 10.558 = 55.222$ ) and  $M + 1.SD$  ( $65.78 + 10.558 = 76.338$ ) then it is categorized on moderate comprehension.
3. If the result is  $> M + 1.SD$  ( $65.78 + 10.558 = 76.338$ ) then it is categorized as good understanding.

## C. Statistical Inferential

The presentation of data analysis and hypothesis testing results is basically no different from the presentation of research findings for each problem formulation. The research hypotheses are put forward once again in this subchapter, and each is followed by the results of statistical tests and a brief and concise explanation of the test results. Explanation of the results of this hypothesis test is limited to interpretation of the statistical figures used.

### 1. Normality Test

Normality test is a procedure used to determine whether the data comes from a normally distributed population or is in a normal distribution. A normal distribution is a symmetrical distribution with the mode, mean and median in the center. Researcher used SPSS 25 in conducting this normality test.

**Table 4. 8 The Result of Normality Test**

Tests of Normality				
	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
Student Scores	Pre-Test Experiment	.150	32	.064
	Post-Test Experiment	.147	32	.077
	Pre-Test Control	.113	32	.200*
	Post-Test Control	.126	32	.200*
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Based on the results of the normality test above, it can be concluded that:

- a. The results of the kolmogrov-smirnov normality test of the experimental class pre-test showed sig. = 0,064. Based on the

significant test standard, which is  $> 0.05$ , the data is categorized as normally distributed. If the result is  $< 0.05$  then the data is not normally distributed. So, the results of the data table above are  $0.064 > 0.05$ , so the data is normally distributed.

b. The results of the kolmogrov-smirnov normality test of the experimental class pre-test show sig. =  $0,077$ . Based on the significant test standard, which is  $> 0.05$ , the data is categorized as normally distributed. If the result is  $< 0.05$  then the data is not normally distributed. So, the results of the data table above are  $0.077 > 0.05$ , so the data is normally distributed.

c. The results of the kolmogrov-smirnov normality test of the experimental class pre-test show sig. =  $0,200$ . Based on the significant test standard, which is  $> 0.05$ , the data is categorized as normally distributed. If the result is  $< 0.05$  then the data is not normally distributed. So, the results of the data table above are  $0.200 > 0.05$ , so the data is normally distributed.

d. The results of the kolmogrov-smirnov normality test of the experimental class pre-test show sig. =  $0,200$ . Based on the significant test standard, which is  $> 0.05$ , the data is categorized as normally distributed. If the result is  $< 0.05$  then the data is not normally distributed. So, the results of the data table above are  $0.200 > 0.05$ , so the data is normally distributed.



## 2. Homogeneity Test

Homogeneity test is a statistical test procedure intended to show that two or more groups of sample data come from populations that have the same variance. In regression analysis, the required analysis requirement is that the regression error for each grouping based on the dependent variable has the same variance. So it can be said that the homogeneity test aims to find out whether several groups of research data have the same variance or not. In other words, homogeneity means that the data sets we examine have the same characteristics. The following is a table of homogeneity test results using SPSS 25.

**Table 4. 9 The Result of Homogeneity Test**

		Levene Statistic	df1	df2	Sig.
Student Scores	Based on Mean	3.424	1	62	.069
	Based on Median	2.937	1	62	.092
	Based on Median and with adjusted df	2.937	1	54.636	.092
	Based on trimmed mean	3.539	1	62	.065

Based on the table above, it is known that the value of Sig. 0,069 > 0,05. The result is greater than > 0.05 and that indicates homogeneous test results. Because the requirements for a bias result are said to be homogeneous if > 0.05.

## 3. T-Test (Hypothesis Test)

Hypothesis test is the last test used to analyze the hypothesis that researcher have put forward at the beginning of the study. Hypothesis

testing is done after testing normality and homogeneity. This hypothesis test is used to compare the results of the control class or class taught using expository learning technique or not using the Collaborative Strategic Reading (CSR) learning technique and the results of the experimental class or class taught using the Collaborative Strategic Reading (CSR) learning technique. The test was conducted by researcher using SPSS 25.

**Table 4. 10 The Result of Group Statistics**

<b>Group Statistics</b>					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Student Scores	Post-test kelas eksperimen	32	82.03	6.940	1.227
	Post-test kelas control	32	65.78	10.558	1.866

The table above is a group statistical table regarding the mean post-test learning outcomes of the experimental class and control class.

Meanwhile below is a table of independent sample t-test results:



**Table 4. 11 The Result of T-Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	3.424	.069	7.276	62	.000	16.250	2.233	11.785	20.715
	Equal variances not assumed			7.276	53.574	.000	16.250	2.233	11.771	20.729

Based on the results of the independent sample t-test above, the Sig (2-tailed) result. is 0.000 which means  $<0.05$ , it is known that there is a difference in the average student learning outcomes between the class given the Collaborative Strategic Reading (CSR) technique treatment and the class that is not applied Collaborative Strategic Reading (CSR) technique but uses expository learning technique. In addition, it is also known that the results of the t-value  $> t$ -table are  $7.276 > 1.694$  then the  $H_a$  is accepted and  $H_0$  is rejected. The following is the research hypothesis by the researcher:

$H_0$  : There is no significant difference in reading comprehension between students who are taught using Collaborative Strategic Reading (CSR) technique than those who are not.

$H_a$  : There is a significant difference in reading comprehension between students who are taught using Collaborative Strategic Reading (CSR) technique than those who are not.

From the results of the table above, it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected, so there was a significant difference between students who are taught using Collaborative Strategic Reading (CSR) technique get better reading comprehension than those who are not or the experimental class has better reading comprehension than the control class who did not receive treatment.

#### **D. Discussion and Interpretation**

In this section, researcher explains the results of the research data that has been included in the previous chapter. Based on the results of the data that has been obtained.

Based on the data that has been obtained, it can be concluded that the use of Collaborative Strategic Reading (CSR) technique learning technique which was first coined by Janette K. Klingner and Sharon Vaughn (1998) which states that this technique can improve students' reading comprehension and vocabulary knowledge turns out that this learning technique has a good impact in improving the reading comprehension of grade 7 students as an experimental

class whose reading comprehension is still low.<sup>52</sup> This learning technique is applied in the classroom in collaboration with descriptive text material which is simple text material that students learn in the first grade.

This technique is inversely proportional to class 7D as the control class which did not apply the Collaborative Strategic Reading (CSR) technique learning technique but only applied expository learning technique such as the teacher explaining in front of the class then students do the task which has less impact on students' reading comprehension.

The scores obtained by students in the pre-test and post test showed a significant difference. It is known that the minimum score in the pre-test was 40 while the minimum score in the post-test was 70. In addition, the maximum score was also achieved by several students with a score of 95. From these results, it shows a significant change by students.

The increased reading comprehension of experimental class students can be seen from the mean results obtained when the pre-test was 56.09 and increased significantly after being given the treatment, namely the mean post-test result to 82.03. While the class that was not given the treatment as the control class had a mean pre-test of 55.16 and a mean post-test of 65.78. From these results, it is known that the application of expository learning technique in the control class proved less significant to improve students' reading comprehension.

The results of this study have also referred to the theory of Winarti Ayu Ningsih, Sudarsono, and Eni Rosnita that Collaborative Strategic Reading (CSR) can effectively improve students' reading comprehension on descriptive

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<sup>52</sup> Klingner, J. K., Vaughn, S., & Sullivan, L. (1998). Using Collaborative Strategic Reading.

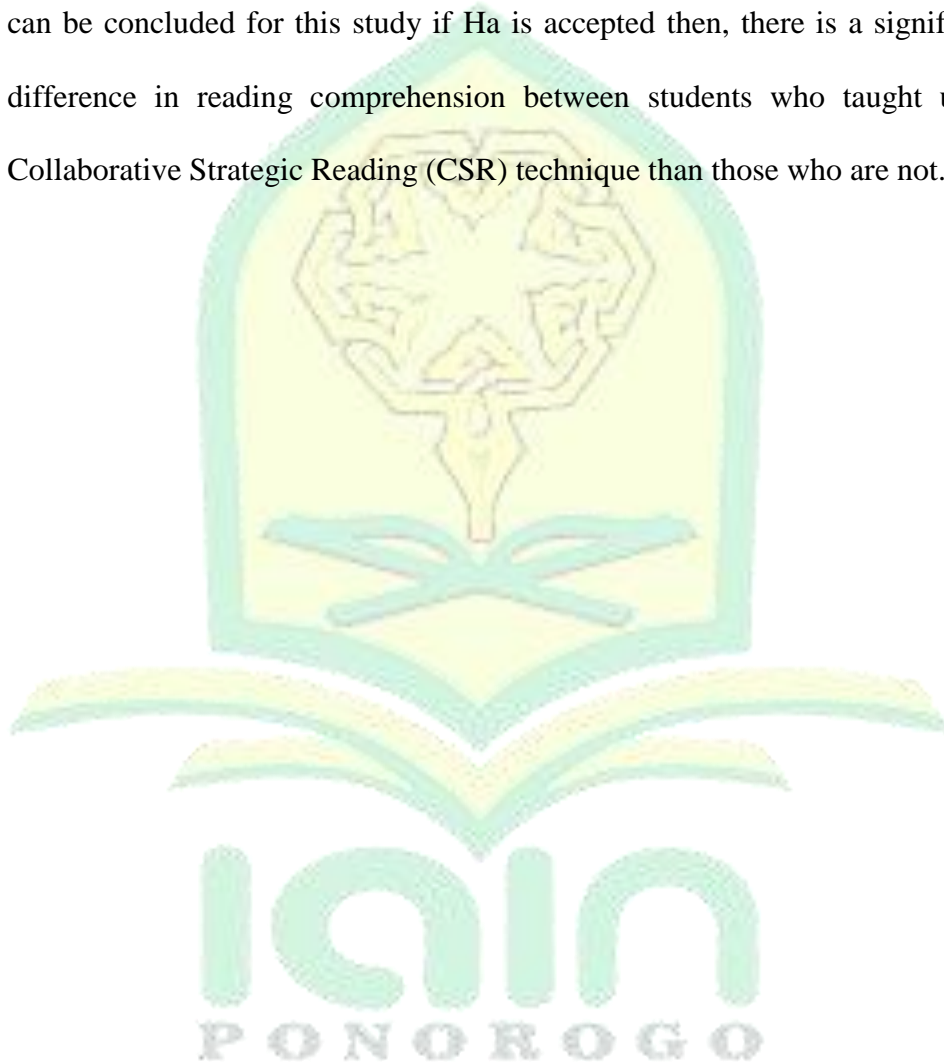
text. This learning technique is able to boost students' reading comprehension through group brainstorming activities and demands student activeness. In addition, based on several criteria that have been explained by Davis that there are 8 criteria that students must have to be able to say that the student understands the content of the reading / has good reading comprehension. After the researcher tested it on students, it turned out that with the application of Collaborative Strategic Reading (CSR) technique, students who initially had poor reading comprehension had a significant change. With three treatments conducted by researcher, it is able and effective to improve students' reading comprehension of descriptive text.

In addition, supporting data that Collaborative Strategic Reading (CSR) technique can improve students' reading comprehension can be seen from the t-test or hypothesis test that has been carried out by researcher based on the results of the post-test of the control class and the experimental class. The result is  $t\text{-test} > t\text{-table}$  or  $7.276 > 1.694$  which means  $H_a$  is accepted. That means there is a significant difference between the reading comprehension results of students who receive Collaborative Strategic Reading (CSR) technique treatment compared to students who get the application of expository learning technique

This learning technique can be the choice of teachers to be applied to classroom learning. Because this technique has several steps such as at the beginning of reading there is a preview text activity, then if there is vocabulary that you don't understand there is a click and clunk activity, then there is the core activity of this technique, namely the gist the gist activity which is looking

for information from the entire text which is used for material in the next activity, namely warming up or checking students' knowledge of the text by working on questions.

Therefore, it can be concluded from the hypothesis that the researcher has made and based on the results of the hypothesis test that has been carried out it can be concluded for this study if  $H_a$  is accepted then, there is a significant difference in reading comprehension between students who taught using Collaborative Strategic Reading (CSR) technique than those who are not.



## CHAPTER V

### CLOSING

#### A. Conclusion

From the data that has been analyzed, the researcher concluded that the collaborative strategic reading (CSR) technique is effective in improving the reading comprehension of seventh grade students at SMPN 2 Paron Ngawi. This is based on the results of hypothesis testing that the  $t\text{-value} > t\text{-table}$  or  $7.276 > 1.694$  which shows that  $H_a$  is accepted and  $H_0$  is rejected. It means there is a significant difference in reading comprehension between students who were taught using Collaborative Strategic Reading (CSR) technique than those who were not or the experimental class had better reading comprehension than the control class who did not receive a treatment. In simple terms, Collaborative Strategic Reading (CSR) technique proved to be effective in improve students' reading comprehension at SMPN 2 Paron Ngawi.

#### B. Recommendation

From the research that has been carried out and analyzing the results, the researcher concluded that Collaborative Strategic Reading (CSR) technique can effectively improve students' reading comprehension of descriptive text in class 7. Therefore, here are some suggestions that the researcher gives to:

##### 1. For Student



For students, participate in the learning process actively and participatively so that the learning material delivered by the tutor can be optimally received. Reading can develop your insight, this could be insight into a reading, vocabulary insight, or other insight. Your activeness is highly prioritized in learning because by being active and discussing with each other with your classmates, it can help equalize understanding so that initially students who don't understand can understand by exchanging information from other friends.

#### 2. For English Teacher

It is hoped that teachers can implement learning using the Collaborative Strategic Reading (CSR) learning technique because this technique is able to boost students' reading comprehension by honing students' activeness rather than just sitting and listening to explanations. This will have a good impact on increasing students' understanding of the learning material. Apart from being used to improve reading comprehension in descriptive texts, this technique can also be used in narrative texts, recount texts, and expository texts.

#### 3. For Readers

For anyone who reads the results of this research, it is hoped that it will broaden their knowledge regarding the importance of reading comprehension for everyone, especially students. the key to understanding learning material for students begins with students' reading comprehension.

#### 4. For the Future Researchers

For future researchers who will conduct the same research, they can develop the research objectives they want to study and focus more on what is being studied. In addition, researchers must understand the focus of the research to be studied by increasing the study of literature related to the focus of the research to be studied. Future researchers are advised to increase accuracy in terms of the completeness of the data obtained from the research.



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