

**THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING
(CSR) ON STUDENTS' READING COMPREHENSION ACHIEVEMENT AT
THE EIGHTH GRADE STUDENTS OF SMPN 1 JENANGAN PONOROGO
IN ACADEMIC YEAR 2017/2018**

THESIS



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ABSTRACT

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Key Words: CSR Strategy, Reading Comprehension

Reading is activities to get the meaning of the text. To be succesful in the reading the reader needs active the background knowledge to get the information. The teachers should provide the appropriate strategy which achieve the aimed of the reading. One of alternative strategies is CSR. The strategy has four aspects, they are: Preview, Click and Clunk, Get the Gist, and Wrap up. CSR is combining the background knowledge and cooperative learning.

The objective of this research is to find out whether there is significant difference between the students’ reading comprehension achievement who are taught by using CSR and who are not taught by using CSR at the Eighth grade students of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018.

This research assigned quantitative approach and used the quasi-experimental design. This research, used two classes as experimental class which was taught by using CSR and control class which was not taught by using CSR. The population was taken from the eighth grades students of SMPN 1 Jenangan which consist 156 students. The number of sample was 22 students of experimental class and control class by using simple random sampling. The technique of data collection was documentation and test. The data analyzed by using SPSS 16 program for windows.

The result of the research showed that the mean score of experimental class and control class were 81.14 and 77.73 respectively. It means that the experimental class’ score higher than control class’ score. And the result of T-test calculation showed that value of t_{test} is higher than the value of t_{table} . The value of was t_{test} 3.50 while the value of t_{table} was 2.01. It can be concluded, that H_a is accepted and H_o is rejected.

It implied that there is significant difference on students' reading comprehension achievement who are taught by using CSR and who are not. Therefore, it means that CSR is effective in reading comprehension at the eighth grade students of SMPN 1 Jenangan Ponorogo.



APPROVAL SHEET


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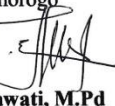
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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is as a foreign language. English subject is compulsory. It is must be learning by students at school. It is started at elementary school until university level. The students expected to be able to master in four skills. They are listening, speaking, reading, and writing.

In foreign language learning, reading is likewise a skill that teachers simply expect learner to acquire.¹ According to Rivers, reading is the most important activity in any language class not only as a source of information and entertainment but also as the means of consolidating and as extending one's knowledge of the language. From the statements above, reading is activities to get something. It means that the students did, they are not only said what we have looked but also understands the meaning of written text that connect with background knowledge to get the meaning. Reading is one of receptive skills in which the students asked to read and understand a text.² In the reading, the students are able to understand the text. It is one of ways to get information.

¹ H Douglas Brown, *Language Assessment Principle and Class room Practices*, (New York: Longman, 2004), 185.

²David nunan, *Practical English Language Teaching: Reading*. (New York: McGraw Hill companies, 2008), 2.

According to William Grabe, reading is one of four language skills that can be classified into two types; initial reading and reading comprehension.³ Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁴

According to Pressley & Block, reading comprehension is often discussed in terms of being a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it.

To be successful at reading comprehension, students need to actively process what they read. The processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge.⁵ In the reading, the students struggle to understand the information in the reading text by using some reading strategies.

Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and increasing goals and purposes for their reading.⁶ In the order to be

³ David Nunan, *practical English language teaching contemporary* (America: contemporary, 2003), 69

⁴ Catherine Snow, *Reading for Understanding toward an R&D Program in Reading Comprehension*, (Santa Monica: RAND Published 2002), 11.

⁵ Judy Willis, *Teaching The Brain To Read: Strategies For Improving Fluency, Vocabulary, And Comprehension*, 2.

⁶ *Ibid*, 127-128

successful in teaching reading, it needs some factors that are possible to affect the teaching reading. One of them is teaching strategy.

Based on the observation in SMPN 1 Jenangan at Eighth grades, founds the students have difficulties in comprehending in English text. They do not understand the meaning of the text. It made the students bored in learning processed especially in the reading. In teaching reading the teachers find some problems. In the teaching reading the students are passive. They are just reading the text which does not understand the meaning or the purpose of what they have read. When the teacher asked the students to read aloud they are had mistakes in pronouncing. If they are found the difficult words who are chosen asked their friends or the teacher prefer to open the dictionary. So, it is makes the class noisy. Therefore, to solve this problem we need strategy that gives an opportunity to students to be active in the learning process.

Collaboration is a style for direct interaction between at least two coequal parties voluntarily in shared decision making as they work toward a common goal.⁷ Klingner and Sharon stated that CSR is an excellent for teaching reading comprehension, building vocabulary, and working cooperatively.⁸ So Collaborative learning is used more than one strategy in the learning processes that support the students to active in the learning process.

⁷ Judi Moreillon, *Collaborative Strategies For Teaching Reading Comprehension: Maximizing Your Impact*, (Chicago: American Library Association, 2007), 4.

⁸ J.K. Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading (CSR)*, the council for exceptional Children, 1998), 32.

According to Terry Fielder Collaborative strategic reading (CSR) is the most complete package of strategies for reading instruction that I have found. Middle School Reading Intervention Teacher stated Collaborative Strategic Reading (CSR) is wonderful, it an excellent program. It practical; focuses kids; it has all the elements in reading that they need and it's lifelong.⁹ Collaborative strategic reading (CSR) is an excellent teaching for teaching students reading comprehension and building vocabulary also working together cooperatively.¹⁰ It is means CSR is strategy combines two elements; reading comprehension strategy instruction and cooperative learning. Cooperative learning gives the students try to work in the group. Based on the statements above, the researcher would like conducted a research entitled **“THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS’ READINNG COMPREHENSION ACHIEVEMENT ON THE EIGHTH GRADE STUDENTS of SMPN 1 JENANGAN IN ACADEMIC YEAR 2017/2018.”**

⁹ J.K Janette Klinger, Sharon Vaughn, Alison Boardman, Elizabeth Swanson, *Now We Get It! Boosting Comprehension With Collaborative Strategic Reading*. (San Francisco: Jossey Bass, 2012).

¹⁰J.K Klingner and S Vaughn, *Using Collaborative Strategic Reading*. (the council for exceptional Chidren, 1998), 32

B. Limitation of the Problem

To avoid deviation of discussion, this study focus on some concern identified as follow:

1. The subject of study is the eighth grade of SMPN 1 Jenangan in Academic year 2017/2018.
2. This object of this research is the effectiveness of Collaboration Strategic Reading (CSR) on students' reading comprehension achievement.
3. Collaborative Strategic Reading (CSR) to be applies in recount text.
4. The students' reading comprehension achievement refers to the students' score in reading comprehension test.

C. Statements of the Problem

The research problem formulates as follows:

Is there a significant difference on students' reading achievement between the students who are taught by using Collaborative Strategic Reading (CSR) and who are not taught by using CSR?

D. Objective of the Research

The objective of this study is to know the effect of using Collaborative Strategic Reading (CSR) strategy on students' achievement at the eighth grade students of SMPN 1 Jenangan in academic year 2017/2018.

E. Significances of Research Problem

The results of this study 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 method toward student's achievement of reading comprehension.

2. Practical significance

a. For Teachers

The result of the research can give some information for teachers toward students reading comprehension achievement by using Collaborative Strategic Reading (CSR).

b. For students

The research hopes that the result of this study will be improving the student's achievement in reading comprehension

c. For the other researcher

The writer also requires if the result of this study can be used as reference in teaching reading comprehension by using Collaborative Strategic Reading (CSR).

F. Organization of Thesis

This research consists of five chapters:

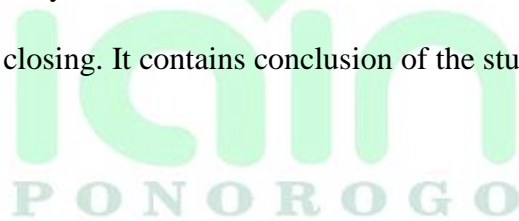
Chapter I provides the introductions of the study. This consists of background of the study, limitation of the problem, statement of the problems, objectives of the study, significances of the study and the organization of the thesis.

Chapter II consists of theoretical background, present are the definitions of reading, purpose of reading, teaching reading, reading comprehension and definition of CSR, the procedure of the CSR, the benefits of the CSR, previous research, theoretical framework, and hypothesis.

Chapter III explains about research method. It consists of design, populations, sample, instruments of data collection, technique of data collection, and the technique of data analysis.

Chapter IV discusses research result. It consists of research location, data description, data analysis, and the discussion.

Chapter V is closing. It contains conclusion of the study and suggestion from the research.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Research

The researcher finds some researches related Collaborative Strategic Reading (CSR) on students' reading comprehension achievement. The first, research presented by Elliya Dwie Puspita. She conducted a classroom action research entitled "Improving Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) at The Eighth Grade of SMPN 1 Ngadirojo in the Academic Year of 2011/2012".¹¹

The research show that use of Collaborative Strategic Reading (CSR) was effective applied in the teaching reading. It made the students more interest in the learning process. The result of research show that students' achievement improved. It is show from improvement of percentage. The mean score of pre-test was 41.08 and it improved into 53.76 in the post-test 1 and it also improved into 72.90 in the final post-test. It proved that Collaborative Strategic Reading (CSR).

The second research presented by Astianti Anita Listia. She conducted classroom actions research entitled "Improving the eighth year student's reading

¹¹Elliya Dwie Puspita, *Improving Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) at Eighth Grades Students of SMP 1 Ngadirojo in the Academic Year of 2011/2012*. (Surakarta: Sebelas Maret University, 2012)

comprehension of narrative text by using Collaborative Strategic Reading (CSR) at MTsN Aryojening Tulungagung Academic Year 2011/2012”.¹²

The result of the research showed the implementation of the CSR improved the student’s reading comprehension. It also motivated the students to be more active in the learning processed. The improvements indicated by the increasing of student’s mean scores. It also proved by the implements of the student’s mean scores and the percentage the number of students who achieve the mastery in reading comprehension. They are 72 and 77% in the first cycle, then 74 and 85% in the second cycle.

The third research presented by Naimatus Sholikhah. She conducted classroom actions research entitled “Improving Student’s Reading Comprehension Ability Using Collaborative Strategic Reading (CSR) at MTs Ma’arif Bakung Udanawu, Blitar in Academic Year 2016/2017.

She concluded that the implementation of Collaborative Strategic Reading (CSR) can improved students’ reading comprehension. It is improved in student’s mean scores at the first cycle which is 69,95 and the second cycle 77,10.

The fourth research presented by Anike Rosalina. She conducted the quantitative research entitled “The Influence of Collaborative Strategicreading (CSR) Technique on Students’ achievement in Reading Comprehension of

¹²Astianti Anita Listia, *Improving the eighth year student’s reading comprehension of narrative text by using Collaborative Strategic Reading (CSR) at MTsN Aryojening Tulungagung*, (Tulungagung: IAIN Tulungagung, 2012)

Narrative Text at SMA PGRI 109 Tangerang. The result of research show that students' achievement improved. The mean showed that students' mean score of pre-test 59.28 and improved into 82.20 in the posttest. CSR technique gave the influence in increasing students' reading comprehension achievement in the narrative text.

Based on previous research above, there have similarities with those researches by using Collaborative Strategic Reading (CSR) on reading comprehension. The results of researches, show that Collaborative Strategic Reading (CSR) can be improve the students' reading comprehension. So the researchers initiate to conduct the effectiveness of Collaborative Strategic Reading (CSR) on students' reading comprehension.

B. Theoretical Background

In this research, the researcher is using the theories that are relevant with the theme of the discussion. The theories are:

1. The Nature of Reading

a. The Definitions of Reading

Reading is an essential skill for students of English language. It is the important skill to master of English. Reading will be useful if someone can read many different materials and being able to understand.¹³ Reading is

¹³Baetrice S. Mikulecky & Linda Jeffries, *More Than Reading Power*, (New York: Addison Wesley Publishing Company, 1996), 2.

the ability to draw meaning from the printed page and interpret this information appropriately.¹⁴ The students have to read the English material to understand the written text.

Reading is one of most uniquely human and complex all of cognitive activities.¹⁵ Broughton states reading is a complex skill, that is to say that it involves a whole series of lesser skills.¹⁶ Anderson supports the statements above reading is a process of readers combining information from a text and their own background knowledge to build the meaning.¹⁷ It is means reading is cognitive activities involves skills which getting information and integrate with background knowledge to understand the meaning.

The purpose of reading divided into two broad categories: The first, reading for pleasurable. The person reading is entertained, such as poetries, novels, cartoon, and magazines. The second, reading for instrumental. It is reading to getting information, such as newspapers, books, and the instructions of how to operate about something, and so on.¹⁸

¹⁴William Grabe, Frederica Stoller, *Teaching And Research Reading*, (New York: Routledge, 2012),

¹⁵Elaine K. McEWan, *Raising Reading Achievement in Middle and High School* (California: Corwin Press Inc, 2001), 3.

¹⁶Geoffrey Broughton, *Teaching English as A Foreign Language Second Edition*, (New York: Routledge, 1980), 89.

¹⁷J. Anderson & David Nunan, *Practical English Language Teaching Reading*, (New York: McGraw Hill, 2008),

¹⁸Jeremy harmer, *The Practice of English Language Teaching Third Edition*, (New York: Longman, 200).

Grabe stated reading also has purpose to finds the information, such as material and meaning of the written text. There is having some purposes, as follows:¹⁹

- 1) Reading to search for simple information
- 2) Reading for skim quickly
- 3) Reading to learn from texts
- 4) To integrate information
- 5) To write (or research for information needed to writing)
- 6) To critic texts for general comprehension

From the explanation above, we can conclude that every person have different purpose in the reading. Therefore, the students shall know the purposes of reading which makes interesting in reading.

b. Components of Reading

According the National Reading Panel Report (National Institute of Child Health and Human Development (NICHD), summarized the components of reading have five areas.²⁰ There are:

- 1) Phonemic awareness

Phonemic awareness is defined understand that spoken words are made up of separate units of sound that are blended together when

¹⁹ William Grabe and Frederica, *Teaching And Researching Reading*, (New York: Routledge, 2002), 9.

²⁰ A closer look at the five essential components of effective reading instructions: *A Review of Scientifically Based Reading Research For Teachers*, (U.S: learning points associates, 2004, 1

words are pronounced. It is the ability to identify the smallest units of sounds of spoken language, how can they can be separate, blended, and manipulate.

2) Phonics

Phonics is a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language.

It is learn the relationship between letters and sounds.

3) Fluency

Fluency is an accurate and rapid naming or reading of letters, sounds, words, sentences, or passages.²¹ It is reading the text use proper pronunciation. Fluent readers need effort into words recognition and have available for comprehension.

4) Vocabulary

Vocabulary is important in word recognition. It is the tool to understand the meaning of the text. Vocabulary is important in the comprehension.

5) Comprehension

Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding

²¹ Sharon Vaughn & Sylvia Linan Thompson, *Research-Based Methods of Reading Instruction, Grades K–3*, (Virginia: Association for Supervision and Curriculum Development, 2004), 50.

vocabulary and concepts, making inferences, and linking key ideas.

2. Teaching Reading

a. Teaching Reading

Teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding study of the something, providing with knowledge, causing to or understand.²² It means teaching is instructions to guide and transferring knowledge or information in to the students in learning.

Teaching is managed of learning which done by a teacher in a class and managed of learning organized in general that a methodological options exist, but the learners are guided in any particular moments by a compass consisting of asset of value, some knowledge, experience, and commitment to particular learning outcomes.²³ It is a process to manage the class to reach the purpose of the learning process.

²² H. Douglas Brown, *Principles Of Language Learning And Teaching*, (New York: Longman, 2007), 7.

²³ D.Larsen & Freeman, *Technique and Principles in Language Teaching* (New York: oxford university press, 2000), 184.

b. Approaches Used for Teaching Reading:²⁴

- 1) Intensive reading is teaching reading skills, vocabulary, and phonological instruction, typically through short reading passages followed by reading comprehension.
- 2) Extensive reading is reading of longer passages with a focus on enjoyment and new information while reading.

c. Principles of Teaching Reading

There are eight principles for teaching reading:²⁵

- 1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text. It means background knowledge is important in reading. The students find it difficult to understand vocabulary. They need to build up background knowledge.

- 2) Build a strong vocabulary base

Research emphasizes the importance of vocabulary to successful reading. This research showed the role of vocabulary in reading instruction. The basic vocabulary should be explicitly taught and L2 readers taught to use context to effectively guess meanings of less frequent vocabulary.

²⁴ Ibid, 10.

²⁵ David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), 74-77.

3) Teaching for comprehension

Monitoring comprehension is essential to successful reading. The monitoring process includes verifying the predictions being made is correct and checking that the readers is making the necessary adjustments when meaning is not obtained. The teachers teach the students to understand the meaning of the text. In order to teach comprehension, that readers must monitor their comprehension process and be able to discuss with other what strategies they used to comprehend.

4) Work on increasing reading rate

One great difficulty in the second language reading classrooms is that even when language learners a read, much of their reading is not fluent. Often, in our effort to assist students increasing their reading rate, teacher over emphasizes accuracy, which impedes fluent. So the teachers should work hard to balance between assisting students improve their reading rate and developing reading comprehension skills.

5) Teach reading strategies

Strategies are tools for teaching. It is not a single event, but rather a creative sequence of events that learners actively use. In this section, the readers must be active role in learning process. To get

good result, students need strategies, which match their purposes for reading.

6) Encourage readers to transform strategies into skills

An important distinction can be making between strategies and skills. Strategies can be define as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.

7) Build assessment and evaluations into your teaching

Both qualitative and quantitative assessment activities should be included in the reading classroom. Quantitative assessment activities should be included information from in the reading comprehension test as well as reading data. Qualitative information can include reading journal.

8) Strive for conscious improvement as reading teachers

The quality of individual teachers has determined to be success of language readers. The teachers should view themselves as facilitators, helping each readers discover what works best. To be succeeding teachers should be understand the nature of reading process.

3. Reading Comprehension

a. The Definitions of Reading Comprehension

Comprehension is a complex process often viewed as ‘the essence of reading. It is not a unitary phenomenon but rather a family of skills and activities.’²⁶ We can conclude comprehension is process-deriving meaning for connected text.

Reading comprehension is the product of processes that operate during reading to create a mental representation of the situation described by the text, referred to as a situation model.²⁷

Reading comprehension is intentional thinking during which meaning constructed through interactions between text and reader. The contents of meaning influenced by the text and by the reader’s prior knowledge and experience that brought to bear on it.²⁸

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²⁹ The RAND Reading Study Group stated reading

²⁶ William Grabe, *Reading at Second Language Moving From Theory To Practice*, (New York: Cambridge University Press: 2009), 39.

²⁷ Kristi L. Santi, *Improving Reading Comprehension of Middle and High School Students*, (London: Springer, 2015), 2.

²⁸ Reutzel Cooter, *Reading Comprehension Chapter 7*), 259

²⁹ Catherine Snow, *Reading for Understanding toward an R&D Program in Reading Comprehension*, (Santa Monica: RAND Published 2002), 11.

comprehension involves four components: (1) the reader, (2) the text, (3) the activity, and (4) the situational context.³⁰

From the definitions above, we can be concluding reading comprehension is ability to understand the meaning page and interpret this information appropriately. In addition, the goal of reading comprehension which to master by students to can communicate with writer thought the texts.

b. Model of Reading Comprehension

Various model of reading comprehension are bottom-up, top-down, and interactive.

1) Bottom-up Model

It is reading that a matter a decoding a series of written symbols into aural equivalent. Bottom-up starts the smallest unit either letter or letter feature. Bottom-up is skill consists of building up meaning from analyzing the form the form of language used. It means the readers build up meaning by reading word for word, letter for letter, carefully scrutiny both vocabulary and syntax.

2) Top- down Model

It assumes that reading is primarily directed by readers' goals and expectation. Goodman, this model should begin with the largest unit, the whole text. Top-down model characterize the reader as someone

³⁰ Ibid, 259.

who has a set expectation about text information and samples enough information from the text to confirm or reject these expectation

3) Interactive Model

It is imposing models of reading, which view comprehension as the act of composing a new version of the text for inner reader. The simple idea behind this view is that one can take useful idea from top-down model view.

c. Component Skills of Reading Comprehension

Component skills act as sources of variance in explaining performance on reading comprehension tasks.³¹ There are:

- 1) The word decoding is necessary but not sufficient for reading comprehension.
- 2) The knowledge and skills are involved in general language comprehension are those that overlap largely with what is needed to understand text.
- 3) The multiplicative relation of the components means that lower levels of either word decoding and/or language comprehension will have large effects on reading comprehension.

³¹ Ibid, 3.

4. Collaborative Strategic Reading (CSR)

a. The Nature of Collaborative Reading Strategic (CSR)

Collaborative Strategic Reading (CSR) develops by Klingner and Vaughn in 1996. According to Palincsar and Brown, Collaborative Strategic Reading (CSR) is set of four strategies struggling readers can use to decode and comprehend as they read content area text. Klingner and Sharon states CSR are an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.³² It is adapted the reciprocal teaching, an instructional activity that involves a dialogue between teacher and students.³³

We can conclude CSR is strategies in reading comprehension have four steps that who are work in cooperative learning. It is combines modified reciprocal teaching and cooperative learning. They are includes for monitoring comprehension, previewing and synthesizing information, asking, answering questions, taking steps to improve understanding and team work.

Collaborative Reading Strategic (CSR) divided into 3 sections, there are before reading, during reading and after reading. It is have four activities

³² Alison G. Boardman, Sharon Vaughn², Pamela Buckley, Colleen Reutebuch, Greg Roberts and Janette Klingner, *Collaborative Strategic Reading for Students With Learning Disabilities in Upper Elementary Classrooms*. (Exceptional Children: 2016, Vol. 82(4) 409 –427, 2016

³³John Hitchcock, Ph.D., and other, *The Impact of Collaborative Strategic Reading on the Reading Comprehension of Grade 5 Students in Linguistically Diverse Schools*, (U.S. Department of Education, March 2011)

such as previewing, click and clunk, get the gist and wrap up. Previewing is prior to reading entire selected text. The click and clunk, and get the gist are use in during reading. Wrap up occur in the after reading.

b. The Procedures of CSR:

The four strategies as part of CSR plan for teaching reading, there are: ³⁴

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 (c) to help them make predictions about what they will learn. In this section, the teachers ask the students to finds the title, subtitle and keywords of the text. It provides the opportunities the students to build up the background knowledge.

Introducing preview step 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:

- Do you learn who is going to be in the movie?

³⁴J.K Janette Klinger, Sharon Vaughn, Alison Boardman, Elizabeth Swanson, *Now We Get It! Boosting Comprehension With Collaborative Strategic Reading*. (San Francisco: Jossey Bass, 2012).
5-

- Do you learn during what historical period the movie will take place?
- Do you learn whether or not you might like the movie?
- Do you have questions about what more you would like to know about the movie?

2) Click and Clunk

The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns understanding. Clicks refer to portions of text that make sense to the reader: click, click, click— comprehension clicks into places as the reader proceeds smoothly through the text. Clunk, when the students do not know the meaning of a word. Clicking and clunking is designed to teach students to pay attention to when they understand or failing to understand what they are reading or what is being read to them.

In this section, the teachers ask students to identify clunks, then to solve this problem by using fix up strategies. Here are the four strategies to fix up a clunk:

- a) Step 1: reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what make sense.

- b) Step 2: reread the sentence with clunk and the sentences before and after the clunk looking for clues.
- c) Step 3: look for the prefix, and suffix in the word.
- d) Step 4: break down apart and look for the root of the word.

3) Get the Gist

Get the gist facilitates the students' ability to determine the main idea of the text and write or state the main idea in their own word. It is can improve students' understanding and memory of what they have learned.

In this section, the teachers ask students to identify the most information of the place, person, and things of the paragraph and tell to others 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) Wrap Up

Wrap up gives students the opportunities to think about the entire of the text. The goal is to improve students' knowledge, understanding, and memory of what they have just finished reading. In this section, the teachers ask the students to make some questions. The best way to make questions starter with who, what, when, where, why, and how (5W + 1H).

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.



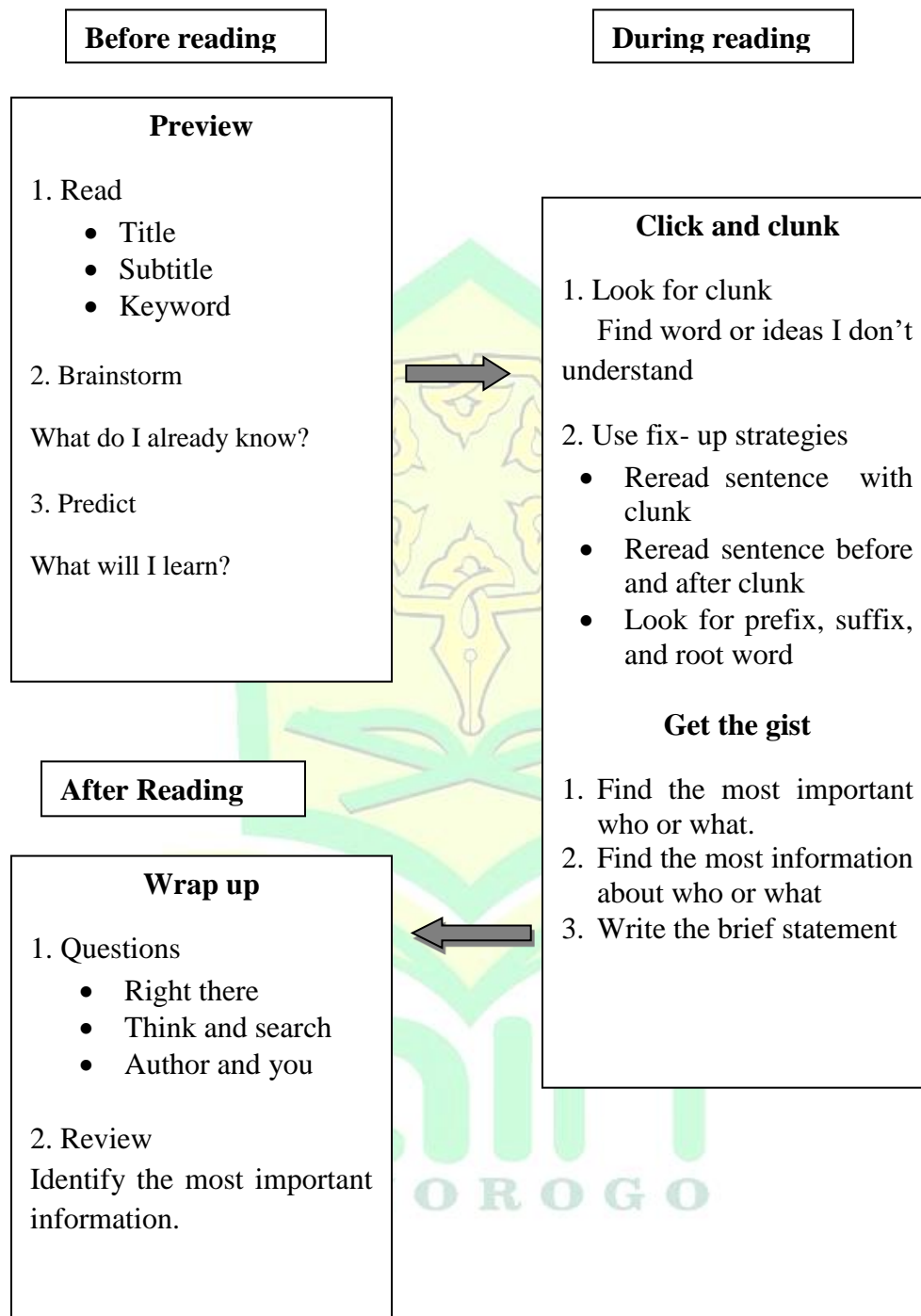


Figure 2.1 Procedures of CSR

c. The Roles of the Students in the CSR:

Roles are important aspect of CSR. The possible roles include the following:

- 1) Leader, this student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.
- 2) Clunk Expert, this student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
- 3) Announcer, this student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.
- 4) Encourager, This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.
- 5) Reporter, during the whole-class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.
- 6) Time Keeper, this student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

d. The Benefits of CSR:

CSR engages students to work in small group cooperatively. There are the benefits of CSR:³⁵

- 1) Promoting student and academic achievement
- 2) Increasing students retention
- 3) Enhancing student satisfaction with their learning experience
- 4) Helping students develop skills in oral communication
- 5) Developing students' social skills
- 6) Promoting students self –esteem
- 7) Helping to promote positive race relation

We can conclude CSR are strategies to motive the students to be active in the learning process. In addition, it is facilitate the students to working in the groups.

5. Recount Text

a. The Definition of Recount Text

Recount is one of genres of narrating or narrative. Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how

³⁵ Mohamad Jafre Zainol Abidin, *Collaborative Strategic Reading (CSR) Within Cognitive And Metacognitiv Strategies Perspectives* (International Journal of Humanities and Social Science Vol. 2 No. 3; February 2012), 195.

simple, needs an orientation.³⁶ It is text retells the past events. The purpose of recount is to give the readers a description of what happened and when it happened.

b. The General Structure of Recount

The steps for constructing of written recount text are:

- 1) Orientation, it is give the information about what, who, where, and when.
- 2) Sequence of events, it recounted in chronological order. Then each paragraph focuses on one specific event.
- 3) Reorientation, it is retelling about what happened in the end (conclusion).

c. The Language Feature of Recount

According to Boarman the language feature usually founds in a recount are:³⁷

- 1) Use of nouns and pronoun to identify those involved in the text.
- 2) Use of actions verbs to refer the events.
- 3) Use of past tense to located events in relation to speakers.
- 4) Use conjunctions and time connectives to sequence the event.
- 5) Use of adverb and adverbial phrase to indicate place and time.

³⁶ Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies For Teaching And Assessing Writing*, (Australia: University of New South Wales Press, 2005), 223.

³⁷ Nathael, rosanita, hilman, "The Effectiveness Of Using Recount Text To Improve Writing Skill For Grade III Students Of Kalam Kudus Elementary School 2 Pematangsiantar", *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 19, (February 2014), 57.

6) Use of adjectives to describe nouns.

C. Theoretical Framework

Reading is important skill in the English language. One of components of reading is comprehension. Reading comprehension is process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehending is not an easy work.

Based on observation in the SMPN 1 Jenangan, the researcher found the students problems in comprehending in English text. The first, in the teaching reading the students are passive. The second, they does not understand the meaning of the text. The third, they have many mistakes in pronunciation. The last, if they found the difficult words who chosen asked their friends or teacher prefer to look for in the dictionary. It makes the class noisy.

Therefore we need strategy in the teaching reading is useful to solve this problems. Collaborative learning is use more than strategy in the learning process. Collaborative Strategic Reading (CSR) is excellent for teaching students reading comprehension and building vocabulary also working cooperatively. It is combines two elements; reading comprehension strategy instructions and cooperative learning. CSR is set of four strategies struggling readers can use to decode and comprehend as they read content area. The four strategies, there are:

- 1) Preview to active the background knowledge.
- 2) Click and clunk helps students develop the metacognitive awareness is important for successful

reading. 3) Get the gist gives students opportunities to determine the main idea of the text. 4) Wrap up improves students' knowledge, understanding, and memory of what they have read.

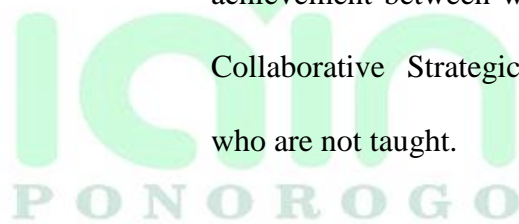
From explanation above, it can be conclude CSR is one of strategies to increase the reading comprehension.

D. Hypothesis

The hypothesis of the study was prepared to answer the research problem, those are:

H_a (Alternative hypothesis) : There is significant difference students' achievement between who are taught by using Collaborative Strategic Reading (CSR) and who are not taught.

H_o (Null hypothesis) : There is no significant difference students' achievement between who are taught by using Collaborative Strategic Reading (CSR) and who are not taught.



CHAPTER III

RESEARCH METHOD

A. The Research Design

A research design is plan for a study that issue as a guide in collecting and analyzing the data. According to Klingner, research design is the plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance.³⁸ This research uses quasi experimental as research design. Quasi experimental is a type of quantitative research design conducted to explain relationship and/ or clarify why certain events happen. It is the causal research, which analyses the difference treatment between two groups.³⁹

In the research, design provides the students with pretest, treatment, and post-test to find out the effectiveness of CSR on the students' reading comprehension. In this research takes two classes, there are experimental class and control class, as follows, the table:

The Quasi-experimental design:

| Class | Pretest | Treatment | Posttest |
|--------------|----------------|-----------|----------------|
| Experimental | O ₁ | X | O ₂ |
| Control | O ₃ | | O ₄ |

³⁸ Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, (Romania: Bridge Center, 2015), 18.

³⁹ Kultarr Singh, *Quantitative Social Research Methods*, (New Delhi: Sage publications, 2007), 67.

Note:

X : Treatment

O₁ : Pre-test of Experimental class

O₂ : Post-test of Experimental class

O₃ : Pre-test of Control class

O₄ : Post-test of Control class

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In this research applied the pretest and posttest. The pretest was applied to measures the students' reading comprehension before implementing CSR strategy. Posttest was applied to measures the students' reading comprehension after implementing CSR strategy. The implementation of CSR strategy, as follows:

1. The teacher giving short explanation materials
2. The teacher explains CSR strategy
3. The teacher ask the students to makes group consist of 4-5 students
4. The teacher gives each group a paper of recount text
5. The teacher asks each group to find the topic, main idea, difficult words, and makes summary of the text by using CSR strategy.
6. The student presented the result. Meanwhile the others group giving the comment.
7. The teacher gives advices about the presentation
8. The teacher and students conclude the materials

In the other hand, in control class pre test and post-test used to measure students' reading comprehension, which did not taught by using CSR strategy.

The implementation of taught by using conventional strategy, as follows:

1. The teachers explains about recount text
2. The teacher gives the text to the students
3. The teacher ask some students read loudly the text
4. The teacher gives examples of pronunciations correctly
5. The teachers ask students to written the difficult word in the white board
6. The teachers written the meaning of the words
7. The students answer some questions related the text
8. The teachers conclude the materials

B. The Population and Sample

1. Population

Population or universe means the entire mass of observations, which is the parent group from which a sample is to be formed.⁴⁰ So population is all subject which have same characteristics and will be investigated in the research.

⁴⁰ Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools And Techniques*. (Romania: Bridge Center, 2015), 40.

In the research, the population is the Eighth grade of SMPN 1 Jenangan in the Academic Year 2017/2018. There are 7 classes at the Eighth grade. The total number of the student or population is 156 students.

2. Sample

A sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn.⁴¹ Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁴² It means sample is part of population.

Sampling means selecting a given number of subjects from a defined population as representative of that population.⁴³ It is process selecting sample from the population.

The sampling technique of this research is simple random sampling. It is to choose individuals to be sampled who will be representative of the population.⁴⁴ In random sampling have some ways, there are: tossing a coin throwing a dice, lottery method, blind folded method and tippet's table method⁴⁵. This research using lottery. The implementation of random sampling, as follows:

⁴¹ Lorraine R. Gay, Geoffrey E. Mills & Peter Airasian, *Educational Research: Competencies for Analysis and Applications the tenth Edition*, (Boston: Pearson, 2012), 129.

⁴² John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research the Fourth Edition*, (Boston: Pearson, 2012), 142.

⁴³ Prabhat Pandey & Meenu Mishra Pandey, 41

⁴⁴ Ibid, 143.

⁴⁵ ibid

1. Preparing the small of papers
2. Writing the class code in the small papers
3. Enrolling the small papers
4. Shaking the several times
5. Taking two rolled papers.

From the steps, the researcher take two classes. These classes are **VIII C** and **VIII D** where each class consist of 22 students. To decide which class would be taught by using CSR strategy (experimental class) and which class would be taught by conventional strategy (control class), the researcher used lottery.

From explanation above, the VIII C as the experimental classs and VIII D as the control class.

C. The Instruments Data Collection

Instrument is one of the significant steps in conducting this research. Instrument is a tool for measuring, observing, or documenting quantitative data.⁴⁶ Geoffrey stated instrument is tool used for data collection and the instruments section, and the instruments section of a research plan.⁴⁷ This reseach used test as an instument. The test material based on the English book which related the material. Test given the students twice. The first, pretest to know the student

⁴⁶ Ibid, 151.

⁴⁷ Lorraine R. Gay, Geoffrey,

achievement in reading comprehension before treatment. The second, post test to know the student achievement in reading comprehension after treatment. Test consist of 30 item of instrument.

Table 3.1
Table of instrument data collection

| The title of the research | Indicators | Instruments | Item of instruments |
|--|--|----------------------|--|
| The Effectiveness of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension Achievement on The Eighth Grade Students of Smpn 1 Jenangan In Academic Year 2017/2018.” | Students are able to indentify factual information | Multiple choice test | 1, 3, 4, 5, 7, 8, 13, 14, 15, 18, 19, 22, 23, 27, 28, 29 |
| | Students are able find the synonym | | 6, 9, 20, 30 |
| | Students are able make summary from text reading | | 2, 11, 16, 17, 24 |
| | Students are able identify the purpose of text | | 10, 12, 26, |

D. Technique of Data Collection

1. Documentation

Documents is tool of measuring in the quantitave data. Documentary is a kind of important technique to get data about everything or variable which is in the form of notes, transcript, and book.⁴⁸ In this research, documentation was used to collecting data about the students, and the profile of the school.

⁴⁸ H.Douglas Brown, Language assessment principle and classroom practices, 33

2. Test

This research using test as the technique of data collection. Test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics.⁴⁹ According to Brown test is method of measuring a person ability, knowledge, or performance in a given domain.⁵⁰ It means test is tool measuring.

a. Validity

Validity is a separate but equally importance issue. According to James validity is especially important when it is involved in the decisions that teacher regularly make about their students.⁵¹ It means validity is the most important characteristic a test or measure can have. Without validity, the interpretations of the data have inappropriate (or no) meaning.

Validity be dividing into three types, they are; content validity, construct validity, and criterion related validity. The researcher used SPSS 16 windows program to measure the validity.

To measure the validity of instrument item, the researcher conducted 30 instrument items and VIII A consists of 28 students as sample. Based on statistics book using the product moments correlation technique proposed by Pearson, with the significances level “r” for product moments with “df”

⁴⁹ Lorraine R. Gay, Geoffrey E. Mills & Peter Airasian, 154

⁵⁰ Ibid, 3.

⁵¹ James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment*, (New York: Mc Graw Hill, 2005), 220

$n-2$; $28 - 2 = 26$. The “r” table is 0,374. The item of instrument can be valid if the result $> 0,374$ but if $< 0,374$ the item is invalid.

Table 3.2
The result of test validity

| Number of item | “ r ” calculated | “ r “ table | Explanation |
|----------------|------------------|-------------|-------------|
| 1 | 0,731 | 0,374 | Valid |
| 2 | 0,662 | 0,374 | Valid |
| 3 | 0,575 | 0,374 | Valid |
| 4 | 0,412 | 0,374 | Valid |
| 5 | 0,339 | 0,374 | Valid |
| 6 | 0,746 | 0,374 | Valid |
| 7 | 0,531 | 0,374 | Valid |
| 8 | 0,176 | 0,374 | Invalid |
| 9 | 0,319 | 0,374 | Invalid |
| 10 | 0,284 | 0,374 | Invalid |
| 11 | 0,679 | 0,374 | Valid |
| 12 | 0,592 | 0,374 | Valid |
| 13 | 0,657 | 0,374 | Valid |
| 14 | 0,439 | 0,374 | Valid |
| 15 | 0,607 | 0,374 | Valid |
| 16 | 0,241 | 0,374 | Invalid |
| 17 | 0,575 | 0,374 | Valid |
| 18 | 0,689 | 0,374 | Valid |
| 19 | 0,473 | 0,374 | Valid |
| 20 | 0,412 | 0,374 | Valid |
| 21 | 0,427 | 0,374 | Valid |
| 22 | 0,316 | 0,374 | Invalid |
| 23 | 0,689 | 0,374 | Valid |
| 24 | 0,598 | 0,374 | Valid |
| 25 | 0,892 | 0,374 | Valid |

| | | | |
|----|-------|-------|---------|
| 26 | 0,247 | 0,374 | Invalid |
| 27 | 0,746 | 0,374 | Valid |
| 28 | 0,695 | 0,374 | Valid |
| 29 | 0,473 | 0,374 | Valid |
| 30 | 0,913 | 0,374 | Valid |

b. Reliability

Reliability is important for judging the suitability of measuring instrument. According to Geoffrey reliability is the degree to which a test consistently measures whatever it is measuring.⁵² It is score from instrument are stable and consistent. It is extending to which the result can be considered consistent and stable.⁵³

In this reserach, the calculatation of realiabilty test used SPSS 16 for program windows. The test could be reliable if the score is higher than the “r” table. The calculation of reliability, as follows:

Table 3.3

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .731 | 30 |

The calculation result of reliability was the value of the students' variable reliability instruments is 0,731. The test is reliable. Because the score of realiability is 0,731. It is higher than “r” table showed 0,374.

⁵² Geoffrey, 165

⁵³ James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment*, (New York: Mc Graw Hill, 2005), 169.

E. Technique of Data Analysis

After the test given to the students in pre test and post test. After it, the result of the test will be analyzed by assumption test. There are the test of normality and test for homogeneity. The formula of normality and homogeneity as follows:

1. Assumption Test

a. Normality

The purpose of normality test is to know the data distributed normaly or not. Normally test is used to know whether the data from both gruop sample which examined comes from the population of distribution or not.⁵⁴ It is used to analyze whether both groups have normal disrtibution or not. In this research, used SPSS 16 program for windows to calculate the normality test. To calculate the normaly test, there are some steps as follows:

- 1) Open the SPSS program
- 2) Input the data to the data view by first fill the variable view with write down X as score of pre-test or post-test score and Y as the kind of class
- 3) Click analyze → Descriptive statistics → explore
- 4) Drag the X to the dependent list and Y to the factor list
- 5) Click Plot → checklist normality plots with test → ok

⁵⁴ Ibid, 27

After the process, it determines by following criteria:

- a) If t_{value} was lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- b) If t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

Noted:

H_0 : the data is normally distributed

H_a : the data is not normally distributed

b. Homogeneity

Homogeneity test is used to know the similarity of the populations. Homogeneity test is use to know before we compare some of groups.⁵⁵ the reseracher used SPSS 16 program for windows to calculate the homogeneity test. The steps of calculation as follows:

- 1) Open SPSS program
- 2) Input the data to the data view by first fill the variable view with write down X as score of pre-test or post-test score and Y as the kind of class
- 3) Click analyze → compare means → one-way anova
- 4) Drag the X the dependent list and Y to the factor list
- 5) Click options → checklist homogeneity of variance test → ok

⁵⁵ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka felicha, 2014), 212.

The criteria of homogeneity test, there are:

- a) If F_{value} was lower than F_{table} ($F_{\text{value}} < F_{\text{table}}$), it means that H_0 is accepted and H_a is rejected.
- b) If F_{value} was higher than table ($F_{\text{value}} > F_{\text{table}}$), it means that H_0 is rejected and H_a is accepted.

2. Testing Hypothesis

For testing hypothesis, this research uses the T-test to know whether there is the difference between two variable in the study. The researchers analyze the T-test uses SPSS 16 program for windows.

The steps to calculation as follows:

- 1) Open SPSS program
- 2) Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and measure.
- 3) Click Analyze → Compare Means → Independent-Sample t-test
- 4) In the dialog box of Independent-Sample t-test, input the variable X in test variables and variable Y in grouping variable.
- 5) Click Define groups write down 1 in the Group 1 and 2 in the group 2, → click Continue → OK.

The criteria of testing hypothesis, the conclusion of are gain as below:

- a) H_0 : If $t_{\text{test}} < t_{\text{table}}$ in significant degree 5%
- b) H_a : If $t_{\text{test}} > t_{\text{table}}$ in significant degree 5%

CHAPTER IV

RESEARCH RESULT

A. General Findings

1. The profile of SMPN 1 Jenangan

SMPN 1 Jenangan was built on 1983. It is located on Jl. Raya-Kesugihan, Jenangan, Ponorogo. It school stands on 15.000 m² wide of area.

In the 2008 SMPN 1 Jenangan has been as National Standard Nasional (SSN). This school used two curriculums, there are: KTSP and K13. The IX grades used KTSP curriculum while the VII and VIII grades used the K13 curriculum.

a. Vision and Mission

Vision:

“Establish in cultural achievement based on faith and taqwa”

Mission:

- 1) Steadying the schools as National Standard School (SSN).
- 2) Manifesting the schools as education center or resting place to develop the knowledge of: logic, ethics, aesthetics, and practices in order to create a whole person by celebrating cultured education on the principle of faith and taqwa.
- 3) Educating, training, guiding, and creating school tuition in the work and so able to develop the potential of creators themselves and its

environment and capable of who performed well as generation to compete in globalization era with national anthem of excellences.

- 4) Guiding and training school tuition organization so that to become cadres for a nation that tough and quality

b. The Purpose of School

The development of the competence graduates.

- a) The development of a standard of the contents.
- b) The development of a standard process.
- c) The development of teachers and education staff.
- d) The development of school facilities and infrastructure.
- e) The development of a standard of the management.
- f) The development of a standard of the financing.
- g) The development of and the implementation of the assessment systems.

c. The Organization Structure

The organization structure of SMPN 1 Jenangan Ponorogo, as follow:

- | | |
|-------------------------------|-----------------------|
| 1) Headmaster | Basuki, S.Pd, M. Pd |
| 2) Deputy of Curriculum | Mohammad Ma'ruf, S.Pd |
| 3) Deputy of Students | Pujiono, S.Pd |
| 4) Deputy of Infrastructure | Mig Tribawono, S.Pd |
| 5) Deputy of Public Relations | Heru Sukamto, S.Pd |
| 6) Head of Administration | Yennywati, S.E |

2. The teacher and students in SMPN 1 Jenangan

SMPN 1 Jenangan has 42 teachers consists of 17 men and 21 women. The number of students in the Academic Year 2017/2018 was 499 students divided in 3 grades or 21 classes. The numbers of students are presented, as follows:

| No | Class | The numbers Students |
|-------|-------|----------------------|
| 1. | VII | 170 |
| 2. | VIII | 156 |
| 3. | IX | 173 |
| Total | | 499 |

3. The Schedule of Research

The Schedule of Experimental Class

| No | Date | Activities |
|----|--------------------------------|--|
| 1. | February 24 th 2018 | pre test |
| 2. | February 26 th 2018 | 1 st treatment using CSR strategy |
| 3. | March 03 rd 2018 | 2 nd treatment using CSR strategy |
| 4. | March 5 th 2018 | Post test |

The Schedule of Control Class

| No | Date | Activities |
|----|--------------------------------|---|
| 1. | February 22 nd 2018 | Pre test |
| 2. | February 24 th 2018 | 1 st treatment using conventional strategy |
| 3. | March 01 st 2018 | 2 nd treatment using conventional strategy |
| 4. | March 03 rd 2018 | Post test |

B. The Data Description

The population which used in this research was the eighth grades of SMPN 1 Jenangan in Academic Year 2017/2018. The population of the eighth grades was

156 students divided into 7 classes; in this research took VIII C as the control class and VIII D as the experimental class. The control class consists of 22 students and the experimental class consists of 22 students.

1. Students' Reading Comprehension of Experimental Class

The table below showed the students' score in pre test and post test for the students who taught by using Collaborative Strategic Reading (CSR).

Table 4.1
The Students' Score for Experimental Class

| No | Name | Score | |
|----|-------------------|----------|-----------|
| | | Pre Test | Post Test |
| 1 | Afif Khorudin | 25 | 80 |
| 2 | Alingga Rijal | 70 | 75 |
| 3 | Anggi Dwi | 50 | 80 |
| 4 | Bagus Dwi | 60 | 80 |
| 5 | Bintang Adelia | 80 | 95 |
| 6 | Chiara Dewi | 80 | 95 |
| 7 | Dani Setiawan | 70 | 80 |
| 8 | Dwi Yustika | 55 | 90 |
| 9 | Ferra Septiana | 80 | 90 |
| 10 | Fikky Dwi | 80 | 80 |
| 11 | Kalingga | 75 | 80 |
| 12 | Lilis Ismatulizah | 30 | 65 |
| 13 | Lis Handayani | 30 | 60 |
| 14 | Masayu Ramadhan | 85 | 95 |
| 15 | Misbahul Munir | 75 | 75 |
| 16 | M. Danang | 70 | 85 |
| 17 | Nova Nourdini | 50 | 70 |
| 18 | Rezha Fernandri | 70 | 75 |
| 19 | Siti Riski | 80 | 100 |
| 20 | Stivania Samudra | 65 | 90 |
| 21 | Muh Rengga | 70 | 75 |

| | | | |
|-------|------------|-------|-------|
| 22 | Reza Dwiki | 55 | 70 |
| Total | | 1405 | 1785 |
| Mean | | 63.86 | 81.14 |

The table above showed the lowest and the highest of the students in the experimental class. It could be seen the lowest score in the pre test was 25 and the highest score was 85. Meanwhile the lowest score in the post test was 60 and the highest score is 100. The total score in the pre test was 1405 while the post test was 1785. The mean of pre test was 63.86 while the post test was 81.14.

From the table of frequency distribution, the histogram can be seen below:

Table 4.2

Frequency Distribution of Pretest in Experimental Class

pretest experimental class

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 25 | 1 | 4.5 | 4.5 | 4.5 |
| | 30 | 2 | 9.1 | 9.1 | 13.6 |
| | 50 | 2 | 9.1 | 9.1 | 22.7 |
| | 55 | 2 | 9.1 | 9.1 | 31.8 |
| | 60 | 1 | 4.5 | 4.5 | 36.4 |

| | | | | |
|-------|----|-------|-------|-------|
| 65 | 1 | 4.5 | 4.5 | 40.9 |
| 70 | 5 | 22.7 | 22.7 | 63.6 |
| 75 | 2 | 9.1 | 9.1 | 72.7 |
| 80 | 5 | 22.7 | 22.7 | 95.5 |
| 85 | 1 | 4.5 | 4.5 | 100.0 |
| Total | 22 | 100.0 | 100.0 | |

The table above, it described 1 student or 4.5% gained score 25, 2 students or 9.1% gained score 30, 2 students or 9.1% gained score 55, 1 student or 4.5% gained score 60, 1 student or 4.5% gained score 65. 5 students or 22.7% gained score 70, 2 students or 9.1% gained score 75, 5 students or 22.7% gained score 80, and 1 student or 4.5% gained score 85.

Based on table above, the histogram can be seen below:



IAIN
P O N O R O G O

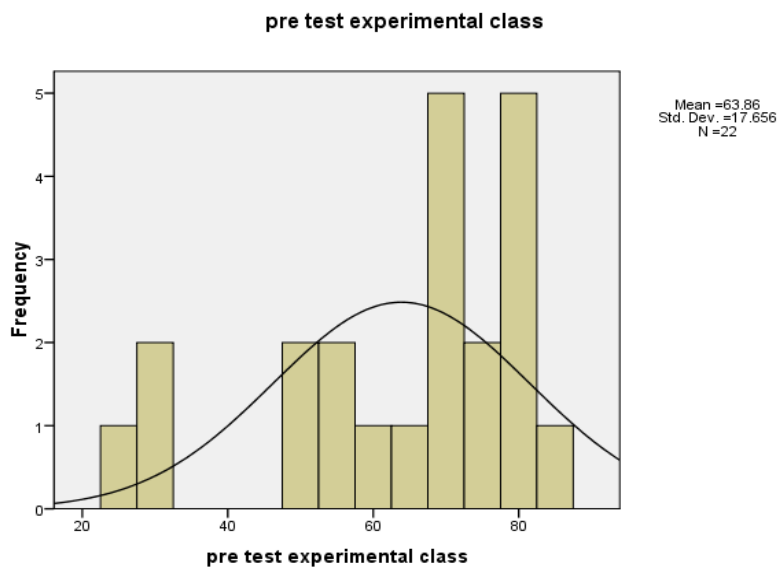


Figure: 4.1

Histogram of Pre test experimental class

The histogram above, it showed $M = 63.86$ and $SD = 17.656$. To determine into three categories of reading comprehension, there are: low, medium and good.

The researcher divided the grouped using the standard as follows:

1. Less than $M - 1. SD$ ($63.86 - 17.656 = 46.204$) is categorized low
2. Between $M - 1.SD$ ($63.86 - 17.656 = 46.204$) to $M + 1.SD$ ($63.86 + 17.656 = 81.516$) is categorized medium

3. More than $M + 1.SD$ ($63.86 + 17.656 = 81.516$) is categorized good

The categories Score of Pre test experimental class

| No | Score | Frequency | Percentage | Category |
|-------|------------------|-----------|------------|----------|
| 1 | Less than 46 | 3 | 13.7% | Low |
| 2 | Between 46 to 81 | 18 | 81.9% | Medium |
| 3 | More than 81 | 1 | 4.4% | Good |
| Total | | 22 | 100% | |

Table 4.3

Frequency Distribution of Post-Test in Experimental Class

post test experimental class

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 60 | 1 | 4.5 | 4.5 | 4.5 |
| 65 | 1 | 4.5 | 4.5 | 9.1 |
| 70 | 2 | 9.1 | 9.1 | 18.2 |
| 75 | 4 | 18.2 | 18.2 | 36.4 |
| 80 | 6 | 27.3 | 27.3 | 63.6 |
| 85 | 1 | 4.5 | 4.5 | 68.2 |
| 90 | 3 | 13.6 | 13.6 | 81.8 |
| 95 | 3 | 13.6 | 13.6 | 95.5 |
| 100 | 1 | 4.5 | 4.5 | 100.0 |

post test experimental class

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 60 | 1 | 4.5 | 4.5 | 4.5 |
| 65 | 1 | 4.5 | 4.5 | 9.1 |
| 70 | 2 | 9.1 | 9.1 | 18.2 |
| 75 | 4 | 18.2 | 18.2 | 36.4 |
| 80 | 6 | 27.3 | 27.3 | 63.6 |
| 85 | 1 | 4.5 | 4.5 | 68.2 |
| 90 | 3 | 13.6 | 13.6 | 81.8 |
| 95 | 3 | 13.6 | 13.6 | 95.5 |
| 100 | 1 | 4.5 | 4.5 | 100.0 |
| Total | 22 | 100.0 | 100.0 | |

The table above, described which 1 student or 4.5% gained score 60, 1 student or 4.5% gained score 65, 2 students or 9.1% gained score 70, 4 students or 18.2% gained score 75, 6 students or 27.3% gained score 80. 1 student or 4.5% gained score 85, 3 students or 13.6% gained score 90, 3 students or 13.6% gained score 95, and 1 student or 4.5% gained score 100.

Based on table above, the histogram can be seen below:

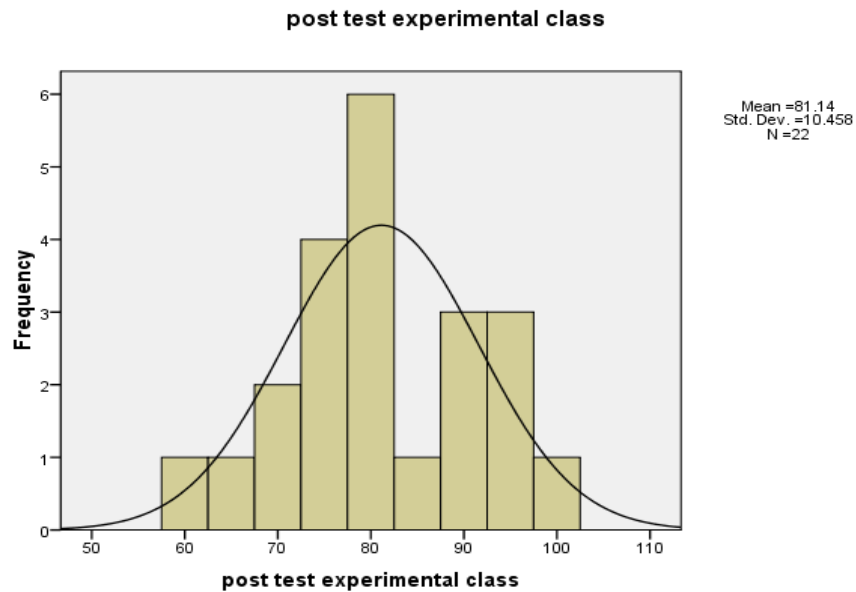


Figure: 4.2

Histogram of Post test experimental class

The histogram above, it showed $M = 81.14$ and $SD = 10.458$. To determine into three categories of reading comprehension, there are: low, medium and good.

The researcher divided the grouped using the standard as follows:

1. Less than $M - 1. SD$ ($81.14 - 10.458 = 70.682$) is categorized low
2. Between $M - 1. SD$ ($81.14 - 10.458 = 70.682$) to $M + 1. SD$ ($81.14 + 10.458 = 91.598$) is categorized medium.

3. More than $M + 1.SD$ ($81.14 + 10.458 = 91.598$) is categorized good.

The categories Score of Post test experimental class

| No | Score | Frequency | Percentage | Category |
|-------|-----------------|-----------|------------|----------|
| 1 | Less than 71 | 4 | 18.2% | Low |
| 2 | Between 71 - 92 | 14 | 63.6% | Medium |
| 3 | More than 92 | 4 | 18.2% | Good |
| Total | | 22 | 100% | |

2. Students' Reading Comprehension of Control Class

The table showed score of the students in pretest and post test. Control class was the students who taught by using conventional strategy.

Table 4.4

The Students' Reading Comprehension Score for Control Class

| No | Name | Score | |
|----|------------------|----------|-----------|
| | | Pre Test | Post Test |
| 1 | Aldi Saputra | 60 | 85 |
| 2 | Alfina Ayu | 60 | 85 |
| 3 | Dimas Khorniawan | 55 | 75 |
| 4 | Ferdimer Dimas | 50 | 70 |
| 5 | Ferdio Rangga | 60 | 80 |
| 6 | Fitri Ayu | 50 | 85 |
| 7 | Hendrik Setiawan | 45 | 80 |
| 8 | Herlina Ely | 70 | 90 |
| 9 | Luki Angga | 75 | 75 |
| 10 | Maharani Anggun | 70 | 85 |
| 11 | Mahendra Adi | 65 | 80 |
| 12 | Nabila Aprilia | 50 | 70 |
| 13 | Rafif Aryasatya | 45 | 35 |
| 14 | Rendy Ardana | 70 | 70 |

| | | | |
|-------|-----------------|-------|-------|
| 15 | Rita Pangestuti | 70 | 80 |
| 16 | Sadra Bella | 65 | 80 |
| 17 | Septiani W. | 60 | 70 |
| 18 | Shofa Nurwahida | 50 | 75 |
| 19 | Titis Dwi | 65 | 90 |
| 20 | Titis Silvia | 50 | 85 |
| 21 | Tristian Rico | 70 | 80 |
| 22 | Yustina Arum | 55 | 85 |
| Total | | 1310 | 1710 |
| Mean | | 59.66 | 77.73 |

The table above, it showed the lowest and the highest of the students in the experimental class. It could be seen the lowest score in the pre test was 45 and the highest score was 75. Meanwhile the lowest score in the post test was 55 and the highest score is 90. The total score in the pre test was 1310 while the post test was 1710. The mean of pre test was 59.55 while the post test was 77.73.

Table 4.5
Frequency Distribution of Pre test in Control Class
pre test control class

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 45 | 2 | 9.1 | 9.1 | 9.1 |
| 50 | 5 | 22.7 | 22.7 | 31.8 |
| 55 | 2 | 9.1 | 9.1 | 40.9 |
| 60 | 4 | 18.2 | 18.2 | 59.1 |

| | | | | |
|-------|----|-------|-------|-------|
| 65 | 3 | 13.6 | 13.6 | 72.7 |
| 70 | 5 | 22.7 | 22.7 | 95.5 |
| 75 | 1 | 4.5 | 4.5 | 100.0 |
| Total | 22 | 100.0 | 100.0 | |

From the table above, showed which the 2 students or 9.1% gained score 45, 5 students or 22.7% gained score 50, 2 students or 9.1% gained score 55, 4 students 18.2% gained score 60, 3 students or 13.6% gained score 65, 5 students or 21.7% gained score 70, and 1 student or 4.5% gained score 75.

From the table of frequency distribution, the histogram can be seen below:

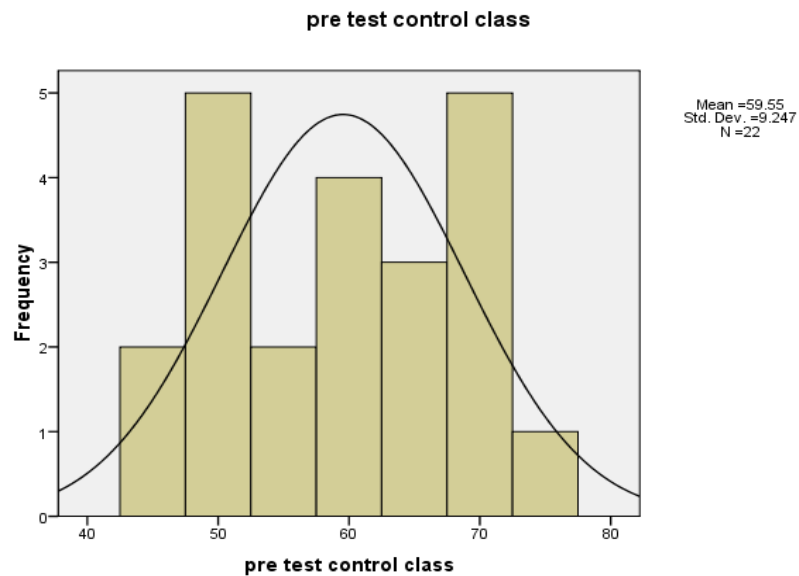


Figure: 4.3
Histogram of Pre test control class

The histogram above, it showed $M = 59.35$ and $SD = 9.247$ To determine into three categories of reading comprehension, there are: low, medium and good.

The researcher divided the grouped using the standard as follows:

1. Less than $M - 1. SD$ ($59.55 - 9.247 = 50.303$) is categorized low
2. Between $M - 1. SD$ ($59.55 - 9.247 = 50.303$) to $M + 1. SD$ ($59.55 + 9.247 = 68.797$) is categorized medium
3. More than $M + 1. SD$ ($59.55 + 9.247 = 68.797$) is categorized good

The categories Score of Pre test Control class

| No | Score | Frequency | Percentage | Category |
|-------|------------------|-----------|------------|----------|
| 1 | Less than 50 | 2 | 9.1% | Low |
| 2 | Between 50 to 69 | 14 | 63.7% | Medium |
| 3 | More than 69 | 6 | 27.2% | Good |
| Total | | 22 | 100% | |

Table 4.6
Frequency Distribution of Post test in Control Class
 post test control class

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 35 | 1 | 4.5 | 4.5 | 4.5 |
| 70 | 4 | 18.2 | 18.2 | 22.7 |
| 75 | 3 | 13.6 | 13.6 | 36.4 |
| 80 | 6 | 27.3 | 27.3 | 63.6 |
| 85 | 6 | 27.3 | 27.3 | 90.9 |
| 90 | 2 | 9.1 | 9.1 | 100.0 |
| Total | 22 | 100.0 | 100.0 | |

From the table above, showed which the 1 student or 4.5% gained score 35, 4 students or 18.2% gained score 70, 3 students or 13.6% gained score 75, 6 students 27.3% gained score 80, 6 students or 27.3% gained score 85, and 2 students or 9.1% gained score 90.

From the table of frequency distribution, the histogram can be seen below:

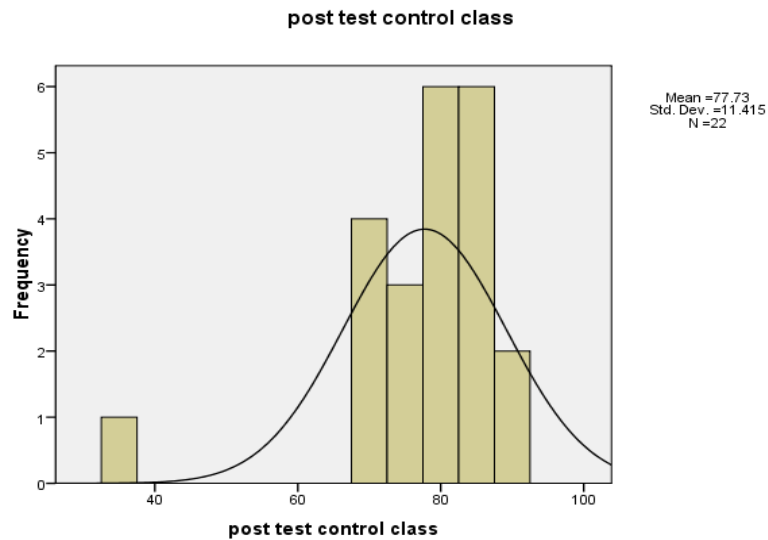


Figure: 4.3
Histogram of Post test control class

The histogram above, it is showed $M = 77.73$ and $SD = 11.415$. To determine into three categories of reading comprehension, there are: low, medium and good. The researcher divided the grouped using the standard as follows:

1. Less than $M - 1. SD$ ($77.73 - 11.415 = 66.315$) is categorized low
2. Between $M - 1. SD$ ($77.73 - 11.415 = 66.315$) to $M + 1. SD$ ($77.73 + 11.415 = 89.145$) is categorized medium
3. More than $M + 1. SD$ ($77.73 + 11.415 = 89.145$) is categorized good

The categories Score of Post test Control class

| No | Score | Frequency | Percentage | Category |
|-------|------------------|-----------|------------|----------|
| 1 | Less than 50 | 2 | 9.1% | Low |
| 2 | Between 50 to 69 | 14 | 63.7% | Medium |
| 3 | More than 69 | 6 | 27.2% | Good |
| Total | | 22 | 100% | |

3. Assumption

a. Normality

The normality test the researcher used *kolmogorov-smirnov* in the SPSS 16 for windows with 5% significance. The 5% significance in the *kolmogrov-smirnov* was 0,05. The data could be normal distributed if the $t_{value} < t_{table}$ but if the $t_{value} > t_{table}$ the data not in normal distribution.

The normality tests of the data are presented as follows:

1) The Result Normality Test for Experimental Class

Table 4.7

The Normality Test of Experimental Class

One-Sample Kolmogorov-Smirnov Test

| | | experimental class |
|--------------------------------|----------------|--------------------|
| N | | 22 |
| Normal Parameters ^a | Mean | 81.14 |
| | Std. Deviation | 10.458 |

| | | |
|--------------------------|----------|-------|
| Most Extreme Differences | Absolute | .180 |
| | Positive | .180 |
| | Negative | -.120 |
| Kolmogorov-Smirnov Z | | .843 |
| Asymp. Sig. (2-tailed) | | .477 |

a. Test distribution is Normal.

Based on the table 4.7, the normality test used one – sample kolmogorov smirnov showed which the $D_o < D_{table}$ ($0.477 < 0.29$). It was D_o low than D_{table} with the closest kolmogorov smirnov critical points of 22 is 0.29. It could be concluded the data was normally distributed.

2) The Result Normality Test for Control Class

Table 4.8

The normality test control class

One-Sample Kolmogorov-Smirnov Test

| | | control class |
|--------------------------------|----------------|---------------|
| N | | 22 |
| Normal Parameters ^a | Mean | 77.73 |
| | Std. Deviation | 11.415 |
| Most Extreme Differences | Absolute | .215 |

| | | |
|------------------------|----------|-------|
| Differences | Positive | .171 |
| | Negative | -.215 |
| Kolmogorov-Smirnov Z | | 1.010 |
| Asymp. Sig. (2-tailed) | | .260 |

a. Test distribution is Normal.

Based on the table 4.7, it showed the normality test used one – sample kolmogorov smirnov showed which the $D_o < D_{table}$ ($0.260 < 2.09$). It was D_o low than D_{table} with the closest kolmogorov smirnov critical points of 22 is 0.29. It could be concluded the data was normally distributed.

b. Homogeneity

In the homogeneity test, used SPSS 16 for windows with the significance 5% or 0.05. The data could be concluded homogeneous if the $F_{value} < F_{table}$ but if $F_{value} > F_{table}$ is not homogeneous.

The homogeneity tests of the data are presented as follows:

Table 4.9

The homogeneity test

Test of Homogeneity of Variances

Score

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .136 | 1 | 42 | .714 |

Based on table 4.9, showed the result of homogeneity test is $0.714 > 2.95$. It is low than F_{table} . It could be concluded which the data is homogeneous

C. Analysis Data

1. Hypothesis Testing

For Hypothesis test the researcher used T-test to found out the whether there was significance difference between two variables in this study. Before calculating the T-test should have the post test of experimental and control were normal distributed and homogeneous. After than the result of t_{test} compares with t_{table} . It has calculated by using SPSS 16 for windows program. The calculation of data as follows:

Table 4.10

The Result of Experimental Class and Control Class

Group Statistics

| Class | N | Mean | Std. Deviation | Std. Error Mean |
|------------------|----|-------|----------------|-----------------|
| score Experiment | 22 | 81.14 | 10.458 | 2.230 |
| Control | 22 | 77.73 | 11.415 | 2.434 |

From table above, the result of the data showed which the mean score of the students in the experimental class was 81.14 and the standard deviation was 10.458. Meanwhile the mean score of the students in the control class was 77.73 and the standard deviation was 11.415. So, the result of experimental class higher than control class.

Table 4.11
The calculation of t-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 |
| score Equal variances assumed | .136 | .714 | 3.503 | 42 | .308 | 3.409 | 3.301 | -3.252 | 10.070 |
| Equal variances not assumed | | | 3.503 | 41.682 | .308 | 3.409 | 3.301 | -3.253 | 10.071 |

The table 4.10, described that t_{test} was 3.503 and the degree of freedom was 42. The significance 5% of t_{table} is 2.018. It means the $t_{\text{value}} > t_{\text{table}}$. So the H_a is accepted and H_o is rejected.

The researcher interprets the data, presented as follows:

- H_a : There was significant effect of CSR on students' achievement in the reading comprehension
- H_o : There was no significant effect of CSR on students' achievement in the reading comprehension.

From the result of data shows the $t_{\text{test}} = 2.503$ and the $t_{\text{table}} = 2.018$ It can be concluded which the $2.503 > 0.05$. So, the H_a accepted and H_o rejected. It means that there was significance difference students' achievement between who are taught by using CSR strategy and who are not taught.

D. Discussion

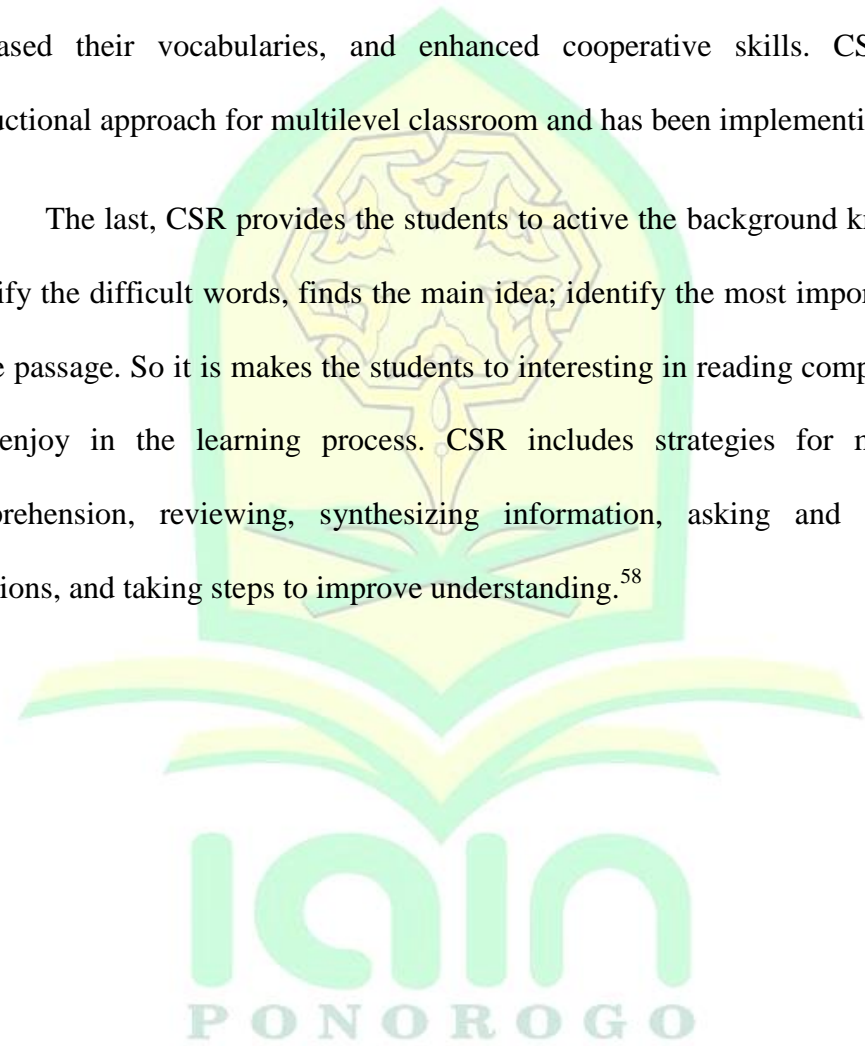
From analysis of the data, found out there is significant difference between the students who are taught by using CSR strategy and who are not taught. It means that CSR strategy has effect on students' achievement in the reading comprehension. It showed

The first, the CSR strategy is design for teaching reading comprehension and work in the group. It means CSR not only improving the student's knowledge but also motive the students' active in the team work in learning process. They are

have a change to giving opinions about something and enrich the vocabularies. It is useful in the English learning. CSR is an excellent for teaching reading comprehension, building vocabulary, and working cooperatively.⁵⁶

The second, CSR is improved their students reading comprehension, increased their vocabularies, and enhanced cooperative skills. CSR as an instructional approach for multilevel classroom and has been implementing.⁵⁷

The last, CSR provides the students to active the background knowledge; identify the difficult words, finds the main idea; identify the most important ideas in the passage. So it is makes the students to interesting in reading comprehension and enjoy in the learning process. CSR includes strategies for monitoring comprehension, reviewing, synthesizing information, asking and answering questions, and taking steps to improve understanding.⁵⁸



⁵⁶ J.K. Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading (CSR)*, the council for exceptional Children, 1998), 32.

⁵⁷ Ibid, 32

⁵⁸JK. Klingner, Sharon Vaughn, *Now We Get It: Boosting Comprehension With Collaborative Strategic Reading*. (U,S: Jossey-Bass, 2012), 10.

CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis, the researcher draws the conclusion that there is significant difference on students' achievement between who are taught by using Collaborative Strategic Reading (CSR) and who are not taught at the eighth grades of SMPN 1 Jenangan in Academic Year 2017/2018.

It can be seen the result of the data analysis that the mean score of post test in experimental class is 81.67 and the mean of post test in control class is 77.39. It means that H_1 is accepted and H_0 is rejected. So, it could be conclude that the used Collaborative Strategic Reading (CSR) has significant difference on students' achievement in reading comprehension

B. Suggestions

Based on conclusion above, the researcher has some suggestions as follows:

1. For Teacher

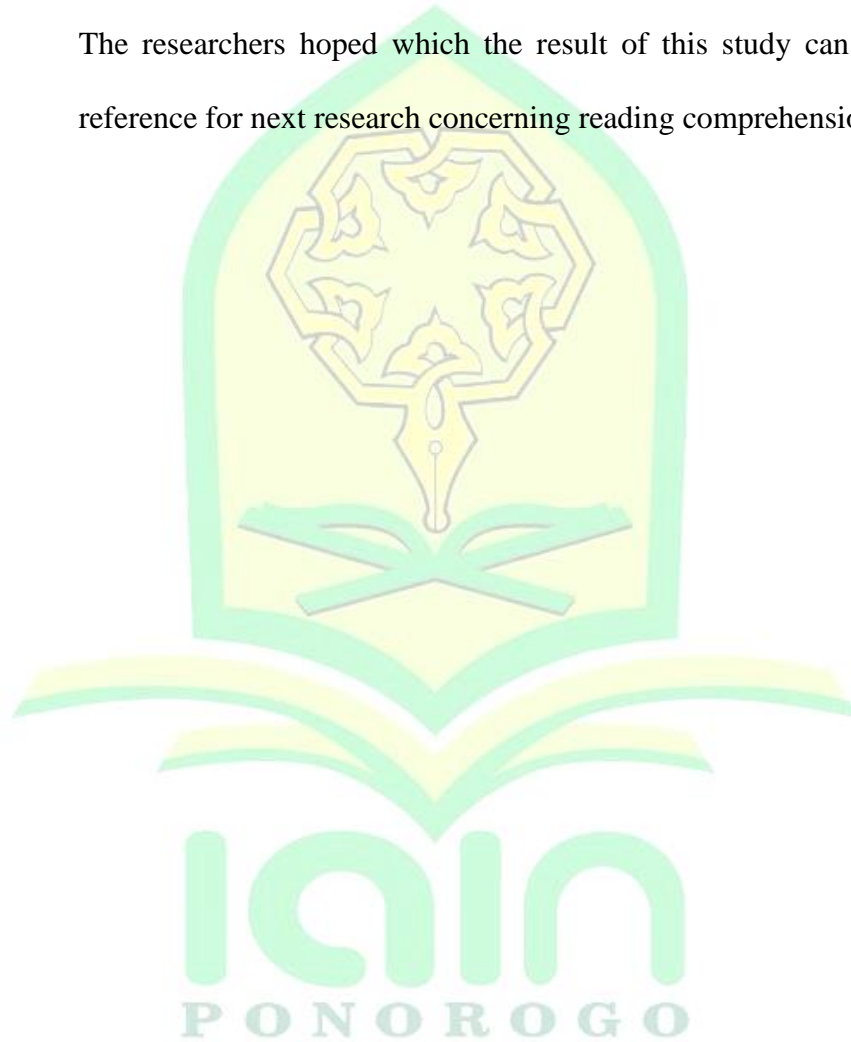
The teachers should be creative to choose alternative strategy in the in the learning process which makes the students interest in this lesson. It is improving the students' ability.

2. For Students

The researcher hoped the students have motivations to like learn especially in the reading. They should be active to participate in the class.

3. For Readers

The researchers hoped which the result of this study can be use as reference for next research concerning reading comprehension.



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