THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) TO THE EIGHTH GRADE STUDENTS' READING COMPREHENSION AT SMPN 1 GAMPENGREJO KEDIRI IN ACADEMIC YEAR 2015/2016

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
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Kediri, January 14th, 2016

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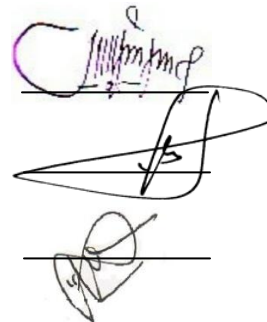by the Examination Committee of
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Abstract

In comprehending a reading text, students often feel bored when they read to find and understand the paragraphs, sentences or even words. On the other hand, the teachers are mostly having problem dealing with the strategy for teaching reading. Teacher does not know that there is simple and appropriate technique which can apply in teaching reading and never has many methods, or strategic in teaching reading comprehension.

Considering the problems faced by the students, the researcher formulated the two problems in this research as follow: 1) how is the students' reading comprehension score before taught using CSR technique? 2) how is the students' reading comprehension score after taught using CSR technique? and, 3) is there any significant effect of CSR technique to the students' reading comprehension of the eighth grade at SMPN 1 Gampengrejo in academic year of 2015/2016?

The variables used in this research were reading comprehension as dependent variable and CSR technique as independent variable. Then, the approach applied in this researchwas quantitative approach, and the technique used was one group pre test and post test design.This research was held in SMPN 1 Gampengrejo Kediri. The data were obtained from the tenth year students, of which 25 students were taken as sample. To get the data, the pre-test and post-test were apllied and then analyzed using t-test formula.

From the data analysis, the researcherhad concluded that CSR technique is effective to be used to teach reading comprehension. The calculation result in hypothesis testing showed that mean of students' post-test result was increased from students' pre-test. It is proved by the result of this research that t-score (3,229) which is higher than t-table (2,064) at level of significance 5%. It means that the alternative hypothesis was accepted and it proved that CSR technique had significant effect to the students' reading comprehension.

In conclusion, the researcher concludes the conclusion of this research that Collaborative Strategic Reading (CSR) technique is really appropriate in teaching reading comprehension and building vocabulary and also working together cooperatively. Based on the conclusion above, the writer suggests that: the teacher should be able to choose the best way to present the material,such as choosing CSR as a technique that used in teaching learning process so that the student will be able to follow teaching learning process as well as possible.

Keywords: reading, reading comprehension, CSR

I. BACKGROUND

Reading is the skill or activity of getting information from books. It is an important skill for students to learn. Because, a student who is not engaged in reading activity, he/she will miss new information. Harmer (2007: 99) states that reading is useful for language acquisition; the more the students read, the better they get at it. In addition, reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. In line with theory Mc Donough (2003: 89) in Barman supports by stating reading is clearly one of the most important foreign language skills. Thus, reading is on of the most inportant in foreign language skill, it is useful for language acquisition also has possitive effect on students' vocabolary, spelling and writing.

Reading cannot be separated from comprehension. Thus, there appear many problems dealing with reading comprehension. Many English learners find it difficult to understand the English text. Very often, they are stuck because of some problems, such as unfamiliar words, their inability in understanding the context, being reluctant, and so forth.

Many students find out some problems in reading skill. They often feel bored when they read to find and understand the paragraphs, sentences or even words. It happens because most of students do not have reading habit. They lack of motivation or purpose, vocabulary, automaticity of decoding, and fluent reading. But some major problems the students faced are that they do not know the strategies employed by effective readers or the nature of the text itself.

In fact, there are many problems in learning reading comprehension. First, students struggle in mastering reading. The students always confuse to distinguish the similarities and differences and make a simple synthesis, students difficult to find main idea, topic, reference and inference of the text. Second, students easily get bored in learning reading and easily to forget the material.

In doing comprehension, it cannot be denied that there are several factors which influencing the reader to become good or poor comprehender. Perfetti as in Jane V. Oakhill's writing suggests that comprehension difficulties arise mainly because certain processes that can potentially become relatively automatic fail to become so (1997: 178). In conclusion, the comprehension process is a long activity that has influencing factors in its process. The plus or the minus of influencing factors depend on the students' decision, whether or not they want to maximize the information gotten from what they read. When they want to take the benefit from the reading comprehension, they can improve their reading skill through some points of views above. If they are not, they will just get the information without the experience.

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1987). CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987).Abidin&Riswanto (2012) explained that the concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up. Preview* allows students to generate interest and activate background knowledge in order to predict what they will learn. *Click & Clunk*are self- monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. *Get the Gist*. Students identify the main ideas from reading to confirm their understanding of the information. *Wrap Up*provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension (Elkaumy, 2004 in Abidin & Riswanto: 2012).

II. METHOD

The population of this research is second semester students of Junior High School in the academic year of 2015/2016. The total number of the population in this research is 153 students. Based on the population which is grouped into classes, the sample of this research is class or cluster. In this case, class is considered as a unit or group. In this research, the researcher is going to investigate 25 students in 8-3 class.

In this research, the researcher used the pre-test and post-test to know the students' achievement in their writing performance. There are processes for collecting the data: the first was pre – test. Pre – test was given by the teacher before the students were taught using CSR technique. Before pre – test, the teacher interviewed the students about the material in Narrative text and observed the class situation. In pre – test, the teacher will not use CSR technique. The teacher just asked the students to do the test given. There are two treatments in this research. In these treatments, the teacher will do treatment and divide it into two parts: 1) Part 1, the teacher introduces about CSR technique, the function of CSR technique, narrative text and how to collaborate with their partner and discuss the task. 2) Part 2, the teacher asks the students to discuss the task with their partner as the first meeting. After the series of treatment in the pre-test, the second process was post – test. In this step, the teacher gave reading comprehenion post – test to the students after treatment. In conducting this research, the research used quantitative data. The quantitative data was taken from the students' participation on pre-test and post-test. On the other hand, the quantitative data was presented in the form of students' mean score.

In order to analyze the data, the researcher used T-test that is developed by Arikunto (2010). T – Test will be used to prove the hypothesis based on the writer said in previous chapter. From this process, the writer will know whether this research is significant or not by looking at the result of pre- test and post – test.

III. FINDINGS AND CONCLUSION

a. Findings

Some data were used to support this research in order to clarify the result of the research. Here is the result of pre-test:

Chart 1
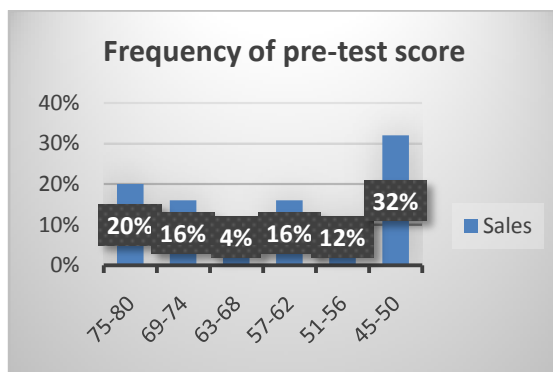
Based on the result of pre-test, it is used to make the general information about the score of pre-test. The total pre-test score of VIII-3 was 1510. The standard score of English subject in the eighth grade students was 70. Thus, the students who passed the pre-test were less than half students of the class. The students that passed the test were only 9 students. It can be concluded that the students who can not pass the pre-test were more than students who

passed it. It means that their reading comprehension still poor.

Chart 2
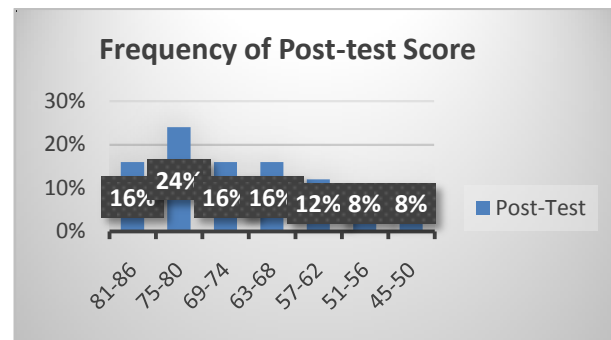
In this post-test the total students who could pass the post-test were increased become 14 students from 25 total students in the class who joinned the test. Besides, it can be concluded that the total score of post-test (1720) was higher that the total score of pre-test (1510).

Table 1

N (20 students)	Pre-test	Post-test
Total score	1510	1720
Mean	60,4	68,8

It means that the students' score were increased and their reading comprehension got better.

Table 2

Df	t-score	t-table 5%	t-table 1%
24	4,086	2,064	2,797

Based on the data report of the table of t-test based on signification 5% the result of this research showed that T-score (4,086) > T-table 5% (2,064). It means that was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted.

Beside, in analyze t-test, t-score is higher than t-table. The students' reading comprehension after being taught using CSR got the average score 68,80 with the highest score was 85 and the lowest was 50. There was the improvement of their score, so that their average score increased. It means that there was a significant effect of the students' reading comprehension after being taught using CSR technique.

b. Conclusion

Collaborative strategic reading (CSR) technique is really appropriate in teaching reading comprehension and building vocabulary and also working together cooperatively. The students are interested in the material that is given by the teacher and it can arouse the students' motivation in studying English especially for Reading skill. By giving the technique students will not get bored easily and the students will concentrate while reading and try to understand the material deeply and easily.

From the data analysis being mentioned in the previous chapter, the writer concludes that t-scores is 3,229 while the t-table at the degree of freedom of 24 is 2,064 at the level of significance 5% and 2,797 at the level 1%. It can be concluded that t-observed was higher than t-table at the level significance of 5% and 1%. So the alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there is effectiveness of CSR technique on the students reading comprehension, so this technique should be applied in teaching reading especially in reading comprehension so that the students will be more interested in reading and they can understand the material easily. From the researcher, the writer can concluded that CSR technique is very helpful in teaching reading it can arouse the students' reading comprehension. Thus, the teacher can use the new technique especially CSR to make the students enjoy and absorb the material easily.

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