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**THE IMPLEMENTATION OF COLLABORATIVE STRATEGY READING IN  
TEACHING READING COMPREHENSION TO THE TENTH GRADE STUDENTS OF  
SMAN 6 KEDIRI IN ACADEMIC YEAR 2015/2016**

**SKRIPSI**

Presented as a Partial Fulfillment of the Requirement  
the Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



By

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UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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APPROVAL PAGE

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Approved by the advisors to be proposed to  
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Kediri, January 21<sup>st</sup> 2016

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# THE IMPLEMENTATION OF COLLABORATIVE STRATEGY READING IN TEACHING READING COMPREHENSION TO THE TENTH GRADE STUDENTS OF SMAN 6 KEDIRI IN ACADEMIC YEAR 2014/2015

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## ABSTRACT

Senior High School students are expected to be able to master four language skills; listening, speaking, reading, and writing. For reading skill, the students are expected not only to read fluently, but also comprehend the text completely. In mastering reading skill student must understand some kinds of reading texts; narrative, procedure, recount, expository, descriptive, and etc. It is clear that reading is one of the most important skills.

Collaborative Strategy Reading is an excellent teaching technique for teaching students' reading comprehension and building vocabulary and also working together cooperatively.

This research has aim to describe the implementation of Collaborative Strategy Reading in reading comprehension of narrative text. The design used by the researcher is qualitative research. This research was conducted in SMAN 6 Kediri June - August 2015. The subject of this research is a teacher of SMAN 6 Kediri as the English teacher in MIA class. In this research, the researcher used observation, field notes, interviews and documentation to get data.

The teacher used three phase technique. It consists of pre activities, whilst activities and post activities. In pre activities the teacher greeted the students then checked the attendance list and in this activities she used some brainstorming to warm up the students to get their concentrating. In whilst activity, the teacher explained about the material and gave example about the material to make some dialogue in a past form. After that the teacher gave example she called one of the students to come in front of the class and practice the dialogue with her. Then she asked to the students to make some dialogues in pairs and practice it in front the class. When the students were working in pairs the teacher moved around the class and when the students get a difficulty the teacher helped them and gave a solution. In a post activity the teacher gave them a feedback of the material that they learned and the teacher also told to them if they were still found a difficulty they could ask to her and the teacher helped them.

Based on the result of the research, known that Collaborative Strategy Reading is an interesting strategy for teaching English to students because within CSR students were taught cooperatively, so they feel interested in answering the question from the teacher.

Key words: Implementation, Collaborative Strategy Reading

## I. BACKGROUND

In Indonesia, English which is regarded as a foreign language becomes one of important subjects taught at school. Thus, based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, Senior High School students are expected to be able to master four language skills; listening, speaking, reading, and writing. Especially for reading skill, the students are expected not only to read fluently, but also comprehend the text completely. In mastering reading skill student must understand some kinds of reading texts; narrative, procedure, recount, expository, descriptive, and etc. From the statement above, it can be concluded that there are four skills that should be mastered by the students in learning English (listening, speaking, reading, and writing). It is clear that reading is one of the most important skills. According to The Importance of The Reading Educational researcher has found that there is a strong correlation between reading and academic success.

In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Based on the Senior High School syllabus, there are several kinds of reading text that should be mastered by the tenth grade students, such as report,

narrative, analytical exposition, spoof, and hortatory exposition.

In this study, the researcher focus on doing research of implementation of collaborative strategy reading in narrative text because narrative text is a part of recent target in teaching English for Senior High School students. Mark Anderson and Kathy Anderson (1998 : 54) stated that narrative is a text that tells a story and, doing so, entertains the readers. It consists of orientation, complication of problems, a sequence of events, and orientation.

According to the researcher's interview to the English teacher in SMAN 6 Kediri, there are some difficulties faced by the students in learning reading, especially in reading narrative text. Reading narrative text is considered as a boring activity for the students because they feel difficult to comprehend the text and to conclude the idea of the text by themselves. The students also faced many unfamiliar words in the reading text because they do not have good background knowledge about the texts given by the teacher. As the result, students lost their pleasure in reading and got low score in reading. In this case, the role of the teacher is very important to develop students' reading comprehension. As the students' facilitators, teachers need to select and to prepare good teaching materials to

help the students gain maximum result of their reading class.

Nowadays, many teaching methods and techniques are offered to facilitate teachers in developing their students' ability in reading. One of those techniques which are known to improve students' reading ability is Collaborative Strategic Reading (CSR). According to Klinger and Vaughn (1998 : 23) ,

CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. 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. In other words, students are given the opportunity to contribute their group by working together.

Regarding the explanation above, this study is intended to discuss about the implementation of Collaborative Strategy Reading.

## **II. METHOD**

Research design of this research is descriptive qualitative. The approach that is used in this research is qualitative approach. According to David Nunan (1992: 231), "Qualitative data is a data which are recorded in non-numercial form". In qualitative research, the data is not presented in numeral and it does not need statistics formula. The data is presented in description. The purpose of descriptive qualitative is to make description of

situation or certain procedures or technique. The purpose of descriptive qualitative is to make description of situation or certain procedures or technique. To select the data, the researcher describes how the implementation of Collaborative Strategy Reading in teaching reading comprehension of Narrative Text to the tenth students at SMAN 6 Kediri in academic year 2015/2016.

## **III. RESULT AND DISCUSSION**

Based on the result of observation to the teacher when she was teaching reading by Collaborative Strategy Reading, the

teacher taught based on lesson plan. The teacher used three phase technique. It consisting of pre activities, whilst activities

and post activities. In pre activities the teacher greeted the students then checked the attendance list and in this activities she used some brainstorming to warm up the students to get their concentrated. In whilst activity, the teacher explained about the material and gave example about the material to make some dialogue in a past form. After that the teacher gave example she called one of the students to came in front of the class and practice the dialogue with her . Then she asked to the students to make some dialogue in pairs and practice it in front the class. When the students were working in pairs the teacher moved around the class and when the students get a difficulties the teacher helped them and gave a solution. In a post activity the teacher gave them a feedback of the material that their learned also the teacher asked to them if they were still found a difficulties they could asked to the teacher and the teacher would helped them.

The strategies that used by the teacher could make the students more interested and

enthusiasm in learning process and they could practice their reading skill. When the teaching and learning process the students gave a good responses to this strategies but some of the students were not interested in this strategy but, the teacher could attract them to pay attention when she explained the material.

From the explanation above, the researcher concluded that the strategies that used by the teacher is Collaborative Strategy Reading (CSR). Collaborative Strategy Reading is a effective strategies to teach reading skill. Because with CSR the students could improve their reading ability with practice their reading using this strategies. This strategies made the students that they couldn't identify a text became be able, because we know that the purpose of the reading skill is the learners could communicate in English. So, in this study the strategies that used by the teacher was match with the theory that explained before.

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