

JURNAL

**PENGARUH COLLABORATIVE STRATEGIC READING
(CSR) PADA PEMAHAMAN BACAAN UNTUK SISWA KELAS
SEPULUH SMK PGRI 2 KEDIRI**

**THE EFFECT OF COLLABORATIVE STRATEGIC READING
(CSR) ON READING COMPREHENSION TO THE TENTH
GRADE STUDENTS OF SMK PGRI 2 KEDIRI**



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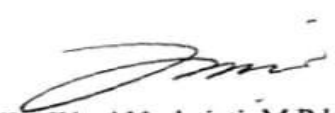


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ABSTRACT

Reading is a skill to understand the meaning of the content of text by interpreting it appropriately. In understanding the meaning in the text, one of strategies that can be used in teaching reading is Collaborative Strategic Reading (CSR). In this strategy, students study in groups and each group member has different role so that the students are active in reading activity and they will study to cooperate to help one another in understanding texts. This research answers the question: is there any significant difference between the ability in reading comprehension of the tenth grade students before and after being taught by using Collaborative Strategic Reading (CSR)? This research used quantitative approach and experimental method with one-group pre-test and post-test. The sample of the research was X Accounting 4 class consisting 20 students. In collecting the data, the researcher held twice meetings which involved pre-test, twice treatments and post-test with narrative material. Then the data was analyzed using SPSS version 21 by t-test. The result of post-test showed that the students' reading comprehension increased after being taught Collaborative Strategic Reading. It was proven by the mean score post-test (65.75) which was higher than mean score pre-test (49.85). Furthermore T-score (23,115) > T-table 5% (2,093). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be concluded that there is significant effect on reading comprehension before and after being taught by using Collaborative Strategic Reading (CSR) to the tenth grade students of SMK PGRI 2 Kediri at X accounting 4 class in academic Year 2017/2018.

Key words: Collaborative Strategic Reading (CSR), Reading Comprehension

A. BACKGROUND

Reading is understanding information in written or indirectly. This statement is supported by Graber and Stoller (2011: 3) who say, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that reading is a skill to understand the information in the text by interpreting it appropriately.

In understanding the information in the text, the researcher met a problem when she taught English in one of schools. The problem was about students' reading comprehension. They had difficulties in understanding an English text because they were lacked of vocabulary mastery so that it made them lazy to read. Furthermore, when they had to answer some questions, they would cheat their friends' answer, unfortunately the answer still false.

Ideally, teaching reading has to give students' experience in understanding the information in the text. To achieve that, a teacher needs to give learning experience. The learning experience is no other process of how students achieve competence. The standard refers to standard of process. According to standard of process No. 22 Year 2016:

Pola pembelajaran pasif menjadi pembelajaran aktif mencari (pembelajaran siswa aktif mencari semakin diperkuat dengan model pembelajarn pendekatan sains); pola belajar sendiri menjadi belajar kelompok (berbasis tim)

Based on standard of process, students must be active in learning process and learning model is group.

In this case, one of strategies that can be used in teaching reading based on the standard of process is Collaborative Strategic Reading (CSR). In this strategy, students will be divided into some groups. Each group consists of four students and each group member has different role. The role involves leader, clunk expert, gist expert and question expert. Thus, students will be active in reading activity and they will study to cooperate to help one another in understanding text.

In addition, some of previous researchers had proven that Collaborative Strategic Reading is effective to teach reading comprehension. Klingner and Vaughn (1998) in Nurhayati (2015) state, "Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively". It means Collaborative Strategic Reading (CSR) is a good strategy in teaching students' reading

comprehension. It can increase students' vocabulary and help them learn how to work together cooperatively. This statement is supported by the previous studies. Rosalina (2014), Nurhayati (2015), and Lustyantje (2017) found out that Collaborative Strategic Reading (CSR) has effect to make students active in reading activity so that it is effective in teaching reading.

Based on the explanation above, the researcher tries to conduct a research entitled: The Effect of Collaborative Strategic Reading (CSR) on Reading Comprehension to the Tenth Grade Students of SMK PGRI 2 Kediri.

B. METHOD

The researcher used quantitative approach and experimental method with one-group pretest-posttest design to know the effect of Collaborative Strategic Reading (CSR) as the independent variable toward students' reading comprehension as the dependent variable. This research was conducted at SMK PGRI 2 Kediri at X Accounting 4 class in academic Year 2017/2018. There were 20 students and all of students were female. In collecting the data, the researcher held twice meetings which involved pre-test, twice treatments and post-test with narrative material. The tests were conducted in written test that

consist of twenty questions of multiple choices and they did the tests for 30 minutes. Then the data was analyzed using SPSS version 21 by t-test. The researcher used t-test because the researcher wanted to know about the significant difference between pretest and posttest.

C. FINDINGS AND DISCUSSION

The purpose of this research is to know the effect of Collaborative Strategic Reading (CSR) on reading comprehension to the tenth grade students. To know it, the researcher gave pre-test and post-test. The result of pretest showed that there were one student got score 30 – 36, four students got score 37 – 43, five students got score 44 – 50, five students got score 51 – 57, and five students got score 58 – 64. It means, students' reading comprehension in this school were low.

Furthermore, the result of post-test showed that there were two student got score 45 – 52, six students got score 53 – 60, four students got score 61 – 68, four students got score 69 – 76 and four students got good score 77 – 84. In spite of, there were still students got very poor score however all of the students score had enhancement. It means that the students' reading comprehension increased after being taught Collaborative Strategic Reading (CSR) because the score of post-test was higher than pre-test.

**The following comparison between
T-score and T-table.**

T-score	T-table significant 5%	Ha	Ho
23,115	2,093	Accepted	Rejected

Based on the table above T-score is higher than T-table so that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there is significant effect on reading comprehension before and after being taught by using Collaborative Strategic Reading (CSR) to the tenth grade students of SMK PGRI 2 Kediri at X accounting 4 class.

From explanation above, the result of this research showed the same result with the result of previous studies that had been done by Rosalina (2014), Nurhayati (2015), and Lustyantie (2017). They found out that Collaborative Strategic Reading (CSR) has effect to make students active in reading activity so that it is effective in teaching reading. It means the result of this research supported the result of the previous studies. The difference was on the subject of the research and there was no control class. The subject of this research was the tenth grade students of SMK PGRI 2 Kediri.

Moreover, the result of this research also support the theory of Klingner and Vaughn (1998) in Nurhayati (2015) state, “Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively”. It means Collaborative Strategic Reading (CSR) can solve the problem about students’ reading comprehension to the tenth grade students of SMK PGRI 2 Kediri.

Based on the explanation above, it can be concluded that there is significant difference between the ability in reading comprehension of the tenth grade students before and after being taught by using Collaborative Strategic Reading (CSR).

D. CONCLUSION

Reading is a skill to understand the information in the text by interpreting it appropriately. In understanding the information in the text, one of strategies that can be used is Collaborative Strategic Reading (CSR). After applying this strategy, students’ reading comprehension increased. It means that Collaborative Strategic Reading (CSR) is effective strategy to be applied in teaching reading in which the students became active in reading activity and they studied to cooperate to help one another in understanding text.

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