

**ARTICLE**

**THE EFFECT OF USING COLLABORATIVE STRATEGIC READING  
(CSR) TO THE NINTH GRADE STUDENTS' READING  
COMPREHENSION AT SMPN 3 KEDIRI IN ACADEMIC YEAR  
2017/2018**



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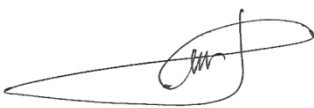


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# THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) TO THE NINTH GRADE STUDENTS READING COMPREHENSION AT SMPN 3 KEDIRI ACADEMIC YEAR 2017/2018

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## Abstract

Comprehension is the goal of reading. The students are considered as successful readers when they are able to comprehend the text. Thus, reading is always cannot be separated with reading comprehension. However, comprehending what being read is difficult. Considering the problems faced by the students, This research was categorized in quantitative research that used Pre-experimental research in form of One-Group Pretest-Posttest as the research design. The subject of this research was 32 ninth grade students of SMPN 3 Kediri who were chosen randomly. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula. The finding of this research shows that students' scores on post-test is higher than their score on pre-test. The mean score of pre-test is 69.38 and post-test is 80.47. It is clear that there is significant difference between their score in pre-test and post-test. It is also supported by the result of statistical analysis using t-test in the level of significant 5% that shows the t-score is 8.772. It is higher than it used to which is 2.040. Based on those statistical results, the researcher conclude that applying Collaborative Strategic Reading (CSR) in teaching reading gives significant effect to the students' reading comprehension. Considering the result of this research, it is essential for the teacher to apply suitable technique in teaching reading like CSR in order to help the students' difficulties in reading and facilitate them working cooperatively to make reading more enjoyable and not a boring activity.

**Keywords:** collaborative strategic reading, reading comprehension

## I. INTRODUCTION

Reading is viewed as an interactive process between a reader and the text being read. It means the readers will construct the message from the written text that they read. It is supported by Richard (1998:12) who states reading is the construction of meaning from printed or

written material. Thus, reading is very needed by students in order to understand the material in any classes.

For most learners it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading required. It means that their

successfulness of understanding the lesson in class depends on how well they comprehend what they read. Comprehension itself is the goal of reading. The students are considered as successful readers when they are able to comprehend the text. Thus, reading is always cannot be separated with reading comprehension.

Based on the researcher's experience in teaching practice (PPL) in the third grade of SMPN 3 Kediri it was found that the students were difficult to comprehend a reading text. It was showed when the researcher asked the students to read a text, they could read well but difficult to understand about the text.

Considering the entire problems above, an interesting and suitable technique should be applied by the teacher for teaching reading to avoid the students' bored and difficulties. There are a lot of reading techniques that can be applied such as Collaborative Strategic Reading (CSR). This technique is not only interesting for the students but also can increase the students' participation to respond as well as help them about their difficulty problems.

Based on the explanation above, the researcher is interested in conducting a research about the effect of CSR toward students' reading comprehension at SMPN

3 Kediri in academic year 2017/2018. This research aims to know whether CSR give significant effect to students' reading comprehension or not.

## II. RESEARCH METHOD

The purpose of this research is to know the effect of Collaborative Strategies Reading (CSR) toward ninth grade students' reading comprehension in junior high school. The researcher uses experimental research as research technique especially Pre-experimental research in form of One-Group Pretest-Posttest Design. According to Ary (2010: 303), One-Group Pretest-Posttest Design is research design that is administering a pretest to measure the variable, applying treatment, and then administering the posttest in order to evaluate the effect of treatment by comparing both scores without control variable.

This research will be conducted in SMPN 3 Kediri. The reason of choosing this school for doing the research is because the researcher have done a simple research in this school with the English teacher of this school previously. During the simple research, he found some problems in students' reading comprehension that can be seen from their low score on reading test. Furthermore,

they got narrative subject like the subject that is needed by this research.

### III. RESULT AND DISCUSSION

According to the research finding, it can be concluded that there is significant effect to the students' reading score before and after being taught using CSR. The total score of pre-test was 2220 and the means score was 69.38 while the total score of post-test was 2.575 and the means score was 80.47. It can be concluded that there is improvement toward their score which means their reading comprehension got better.

It also showed that t-score higher than t-table. The t-score shows 8.772 as the result. It is higher than t-table as the level of significance 5% which is 2.040. Thus the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means that there is significant effect of students' reading comprehension before and after being taught using CSR. In brief, CSR is effective to be applied especially in reading, because this method can influence students' reading comprehension

Furthermore, CSR not only increase the students' score in reading, but also increase their comprehension specifically. It is supported by the step of CSR which is click and clunk that facilitates the students to comprehend the text by recognizing their clunk (unfamiliar word) and solve it

based on the context of the text. In addition, get the gist step which enables the students to identify the main idea and wrap up steps which allows students to generate and conclude about what they had read are helpful to improve students' reading comprehension as well (Klinger, 1998).

### IV. CONCLUSION

As a conclusion, CSR is not only effective to increase the students' reading score but also make the students more comprehend about the text because its steps allow them to understand each part of the text start from the word, main ideas, and also the general conclusion of the text. It is consistent with Rosalina (2014) on her research which stated that the students' reading comprehension achievement especially in narrative text is influenced by CSR technique. This significant effect also in line with the previous study of Hermawan (2016) who concluded that CSR technique is very helpful in teaching reading because 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.

Based on the conclusion above, the researcher has some suggestion for the English teachers, students and other researchers. For the teacher, In order to

improve the students' reading comprehension, the teacher should be able to choose the best way to present the material, so that the student will be able to follow teaching learning process. One of the examples is by giving the new technique like CSR technique. It is not only improved the students' reading comprehension but also facilitate them to work cooperatively. For the student, Students must be active in teaching learning process especially in reading class. The students should practice to read English material whether inside the class or outside the class due to the limited time. For other researchers, this result can be the reference to other researchers when they want to conduct research in the future. They can use the result of this research then compare with other researches either same fields or not. They also can develop this research by changing the technique that will be used in order to improve students reading comprehension.

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