

**ARTIKEL**

**THE INFLUENCE OF CSR (COLLABORATIVE STRATEGIC  
READING) ON STUDENTS' READING COMPREHENSION OF TENTH  
GRADE AT SMK PEMUDA PAPAR KEDIRI**



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2018/2019**

**STATEMENT LATER**  
**ARTIKEL SKRIPSI 2018/2019**


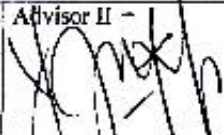

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# THE INFLUENCE OF CSR (COLLABORATIVE STRATEGIC READING) ON STUDENTS' READING COMPREHENSION OF TENTH GRADE AT SMK PEMUDA PAPAR KEDIRI

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## Abstract

Reading is one of skills of language that must be mastered by students, The difficulties faced by the students are hard to comprehend a text, they have problem to get information from a reading text such as identifying social function, identifying main idea, finding explicit and implied information, finding references, finding synonym and antonym and they also forget the material about the descriptive text that have they read because of the students have limited vocabulary. This study was designed to investigate the effect of CSR to the students' reading comprehension at the tenth grade students of SMK Pemuda Papar Kediri in Academic Year 2018/2019. This research is pre-experimental quantitative design, namely the one group pre-test post-test design. The sampling of technique research was clustering sampling which had 35 students consisting of 35 females of X-OTKP-2 class. This research consists of pre-test, one meeting for treatment, and post-test. The research instrument (pretest and posttest) was written test form using multiple choice consisting 20 questions in each test. And then the data value was analyzed using Paired Sample T-test of SPSS Statistic version 23. The results of data analysis showed that the average score of students' pretest was 63.14 while the posttest score was 84.57. Then, the data analysis used is t-test computation which was collected by comparing the results of pre-test and post-test with the mean score 21.429 and standard deviation 11.086. The result showed that t-score -11.435 with the significant (2-tailed) value is lower than 0.05. It can be concluded that CSR (Collaborative Strategic Reading) has significant effect on students' reading comprehension of SMK Pemuda Papar Kediri. It can help students to comprehend a text.

**Key Words:** Reading, Reading Comprehension, CSR

## I. INTRODUCTION

In foreign language learning, reading is a skill that teachers expect learners to acquire. Reading is the most essential skill for success in all education contexts. No wonder, students can learn many things through reading. In other words, the more

they read, the more knowledge they get; hence, a strong correlation between reading and academic success is shown.

Besides that, the students' get the problem of not being able to achieve their academic success because of not comprehending what they read. In

comprehending the text, the students should be monitored by their teachers; hence the way to teach comprehension should be well understood by the teachers. Teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, modeling the strategy, guided support, practicing

In the researcher observation, teacher in SMK Pemuda Papar, Kediri just give the explanation in teaching and learning process. Teachers need to establish different technique that makes students interest in learning English especially to develop their reading comprehension.

From the problem above as a teacher, they should use interesting media in order to make students interest and easily to catch the material. Teaching by using CSR can make the students of senior high school more interesting in material given by the teacher and the students will be more fun. According to Ziyaeemehr (2012: 39). Collaborative strategic reading according to Baberio (2005) and Alqarni (2015) involves four main phases which are preview, click and clunk, get the gist and wrap up.

Collaborative Strategic Reading (CSR) is designed to maximize students' engagement and help all students to be successful in improving their reading comprehensions.

Based on the statement above, Collaborative Strategic Reading (CSR) can increase involvement, improve the quality of discussions, and enhance students' abilities to help each other, particularly with unknown vocabulary. So, can conclude that teaching media using CSR for students will be given students much information and they more enthusiast.

Based on the background above, the researcher interest in applied the influence of CSR on the students' reading comprehension at SMK Pemuda Papar, Kediri.

## II. METHOD

In this research, the research used quantitative research. The data of the quantitative research is scoring by number and analyzed by statistic. In this research, the researcher decided to use quantitative research design because the researcher wanted to know the impact of CSR on the students' reading comprehension at SMK Pemuda Papar Kediri. The technique used in his research is experimental research. The researcher decided to use pre-experimental research which apply one-group pre-test post-test.

This research conducted at SMK Pemuda Papar, Kediri. It is located in Papar-Pare, Kediri. The population was total of Tenth grade students' at SMK Pemuda Papar, Kediri. The population was

total of tenth grade students at SMK Pemuda Papar, Kediri that consist of 245 students as the population of the research. While the sample the researcher decided X-OTKP-2 tenth grades which consist of 35 students. In analyze all of data which collected from the pre-test and post-test score the researcher analyzed by using SPSS version 23.0.

### **III. RESEARCH FINDING AND DISCUSSION**

The first finding,, students' reading comprehension before and after being though using CSR. Based on the experiment, the design is one group pre-test and post-test. Therefore, the researcher analyzes the students' reading ability from the pre-test and post-test using T-test to find out the influence of CSR on students' reading comprehension.

#### **1. The Description of Students' Reading Ability before Being Taught Using CSR.**

The researcher give the pre-test before gave the treatment. In pre-test, the students would be given a reading text that is about descriptive text which they have to answer 20 questions. And the test is in the form of multiple choices. The researcher

used text with the title "describing historical place". It is purpose to know about the students reading skill before they are taught by using CSR.

It is used to know how well the students' reading comprehension before the researcher gave them treatment by using CSR. The students' minimum score of English subject in SMK Pemuda Papar was 75. The students' who got score less than 75 did not past the pre-test.

#### **2. Description of Students' Reading Comprehension after being taught Using CSR.**

To know the students' reading comprehension after using CSR, the researcher conducted the post-test. The score of post-test was used to analyze the students' reading comprehension after being taught by using CSR. In post-test, the students would be given reading text that is about as the post-test which the student must answer the question in the same level of pre-test. With the title in text was "favorite destination". Reading text

contains 20 numbers of questions with various kinds of question, which consider to the skill of reading. This will show how their reading comprehension was after getting the treatment. From the total score of pre-test and post-test showed that post-test score better than pre-test score. It can be concluded when students' being taught using CSR could help them understand the material easily and make their reading comprehension better.

The researcher calculated on t-test to know the result of this research. The table pre-test and post-test was difference. The total pre-test was 2210 and the total of post-test was 2960. It explains that pre-test and post-test score was increased. The students' more easily in understanding the material after got the treatment. It was proved by the better result of post-test.

Second finding. Showed the result of students' reading increased after being taught using CSR. This result also supported by previous research from SMAN Tulang Bawang Lampung

conducted by Mirwan Saputra (2015) who did the study entitled "*The Effectiveness of teaching reading using Collaborative Strategic Reading (CSR) at SMAN Tulang Bawang, Lampung*" this study; the researcher applied one group pre-test and post-test design. After being taught through CSR the researcher draws a major conclusion that there was significant increase of students reading comprehension achievement. The T-test results showed that the students mean score of post-test in experimental class was higher than pre-test. Thus, the researcher can conclude that CSR is appropriate and effective to be used in influences students reading comprehension achievement in all level education.

#### IV. CONCLUSION & SUGGESTION

Based on the research, CSR was suitable for students' reading comprehension; because this method can help the students get the better comprehension of the text. Most of the students can answer some questions of

some indicators of reading comprehension such as identifying social function, identifying main idea, determining reference meaning, determining synonym, determining antonym, finding implied information and finding explicit information.

Then, the result of students' reading comprehension after being taught using CSR shown that the score of post-test was higher than pre-test. There was increase in the mean score, from 63.14 to be 84.57. The total score from every indicator was increase also. Such as in identifying main idea, determining reference meaning, determining synonym, determining antonym, finding implied information and finding explicit information. Moreover, there is an indicator that could be achieved perfect by the students. The indicator is identifying social function. From the result could be concluding that CSR have a significant effect in students' reading comprehension.

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