THE EFFECT OF APPLYING COLLABORATIVE STRATEGY READING (CSR) TO THE STUDENTS' READING COMPREHENSION ASSISTED BY POP UP BOOK STORY

SKRIPSI

Submitted Partial Fulfillment of the Requiretments
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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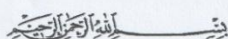
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

MEDAN

2019

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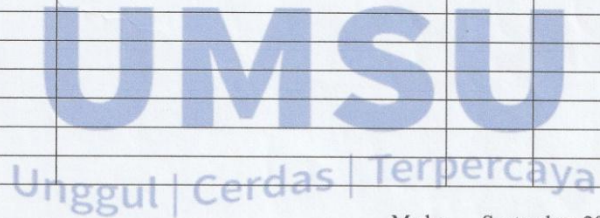2. H. Khairil, S.Pd, M.Hum   2.

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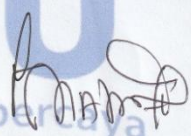
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ABSTRACT

Pratiwi, Indah. 1502050152. "The Effect of Applying Collaborative Strategy Reading (CSR) to the Students' Reading Comprehension Assisted by Popup Book Story". Skripsi: English Education Program Faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this research was to investigate the effect of applying Collaborative Strategy Reading (CSR) to the students' reading comprehension assisted by popup book story. This research applied experimental research. The population was all the grade IX students of SMP Cerdas Murni Tembung, consisting, 95 students. The researcher just took one class as the sample. The sample was taken by using cluster random sampling. The sample consisted of 32 students in class IX-1. The experimental group was taught by applying Collaborative Strategy Reading (CSR) assisted by popup book story. The instrument of collecting data was multiple choice which consisted of 20 items. The experimental group was given pre-test and post-test. After the data had been collected, these were analyzed by using t-test formula. The result of analysis showed that $t_{observe}$ (t_o = 5.39) was higher that t_{table} 5.0 with degree of freedom (df) = n-k. The final hypothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying Collaborative Strategy Reading (CSR) to the students' reading comprehension assisted by popup book story.

Keywords: Collaborative Strategy Reading (CSR), popup book story, reading comprehension

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Medan, September 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. Backgroud of The Study

In learning English, there are four skils that should be able to master by the students'. They are speaking, writing, listening, and reading. Reading as one of the four basic language skills, plays an important role to improve students' English ability.

Burhan (2001:9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. While it says mental activity because perception and memory as parts of them are involved in it. The main process of reading is comprehension of getting meaning of the text. Comprehension is the understanding and interpretation of what is read. The readers who have strong comprehension are able to draw conclusions about what they read, what is important, what is a fact, what caused an event to happen, etc.

Since in elementary school students in Indonesia have been intoduced teaching and learning of reading process. Reading has been acknowledge from the simplest to the complex text. In junior high school level, students are expected to be able to comprehend the text such as narrative text. This is line with The 2013 Curriculum which stated that the students are expected to be able to understand written and oral narrative text.

Based on researcher's observation in SMP Cerdas Murni in nineth grade students, it was found that many students were difficult to comprehend. This is due to various aspects, they are lack of interesting in reading, the lack of availability of reading material in accordance with the needs and students' development and for the result the students were unable to answer the questions at the end of the chapter. Thus, they got low score.

The teachers who applied traditional method. In doing traditional method, the teacher gave the basic knowledge, asked the students to read the text, answered the questions from the text then the teacher corrected the answer. It made the students feel bored and the teacher cannot give some motivations to the students. Collaborative Strategy Reading (CSR) is one of many methods that can be used learning English especially in reading comprehension. Through CSR, the teacher controls the content of the material and the sequence of information received by the students so as to maintain the focus of the students on the lesson objectives.

Learning process by using media will make the teacher is suitable in conveying the material. According to Azhar (2003:3) one of the main fuction of teaching aids that also affect the climate, the conditions, and the learning environment organized and created by teachers. Researcher interest in using pop up book story to visualize text reading to students. This media is expected to motivate students English as well as through pop up book story will help the students get the meaning of text easily.

Reading comprehension is very important for students. They would understand what the text is about deeper, finding the facts of the text and interpreting the text. In this case collaborative strategy reading was appropriate method in conveying the material. It would make the students easier in comprehending the text and would make the students are more active in learning process. Learning media play an important role in improving the effectiveness of the learning process.

Therefore, in this study the researcher tried to conduct the effect of applying Collaborative Strategy Reading (CSR) to the students' reading comprehension assisted by pop up book story.

B. Identification of The Problem

The problems of this research were identified as follows:

1. The students felt confused about what the text is about.
2. The teachers used same method in teaching process.

C. The Scope and Limitation

The scope of this research was focused on reading comprehension and it was limited on narrative text.

D. The formulation of the Problem

The formulation of the study was formulated as the following "Is there any significant effect of applying Collaborative Strategy Reading (CSR) to the students reading comprehension assisted by pop up book story?"

E. The Objectives of the Study

In line with the problem of the study, the objective of the study wasto find oud significant the effect applying collaborative strategy reading comprehension on the students reading comprehension assisted by pop up book story.

F. The significance of the Study

The researcher expects that the finding of this study may:

a. Theoritically

This study was expected to be useful to give information about collaborative strategy reading assisted by pop up book story in learning reading comprehension.

b. Practically:

1. For the teachers, to provide the English teacher to plan and conduct a better and to make some variation in teaching English especially in reading comprehension.

2. For students, to develop their comprehend on reading text by applying collaborative strategy reading.

3. For other researchers, this study is hope can give new information to other researcher who are interested in doing a research related to this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Collaborative Strategy Reading(CSR)

Collaborative Strategy Reading (CSR) was developed by Janette K, Klingner and Sharon Vaughn in 1996 and 1998. CSR is a reading comprehension technique that combines two instructional elements: (1) modiefied reciprocal teaching (palincar & brown, 1984) and (2) cooperative learning or students pairing (Johnson & Johnson, 1987). In reciprocal teaching, teacher and students take turns leading a dialouge concerning key feature of the text through summarizing, questioning, clarifying and predicting and in cooperative learning, the students brainstorming, predict, clarify words and phrases, highlight the main idea, summarizing the main idea and important detail and ask and answer questions.

Concerning CSR used by students who learning English (Janette, et al. 1996 and 1998), in her study, suggests the four strategies in teaching reading comprehension: preview (brainstorming or prior knowledge), click and clunk (identify the difficulty and understanding material) get the gist (find out or identify the main idea and information and wrap up (ask and answer questions) the story from English text books that they read (Jannete et al, 1996 and 1998).

1.1 Purpose of Collaborative Strategy Reading (CSR)

There are some purpose of CSR. According to Abidin (2012:62) the goal of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Klingner et al. (2004) stated that CRS was design to facilitate reading comprehension for students with reading, learning, and behaviour problems included in general education class.

Furthermore, Klinger et al. (2004) also stated that CSR helps students to learn specific (preview), monitoring understanding (click and clunk), finding the main ide (get the gist) and generating questions and reviewing key ideas (wrap-up).

1.2 Procedure of Collaborative Strategy Reading (CSR)

In this case, CSR gives the procedure and application of four reading strategies (preview, click and cluck get the gist and wrap up). For the detail, Klingner and Vaughn (2002) describe the four strategies as follows:

1. Before Reading

a. Preview

Preview is a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest students preview the entire passage before they read each sections. The goals of previewing are:

a) For students to learn as brief period of time (2-3 minutes)

b) To activate their background knowledge about the topic

c) To help them make predictions about what they will learn.

Preview serves to motivate students'' interest in the topic and engage them on active reading from the onset. Introduce previewing to students asking them whether they have ever been to the movies and seen previewing. When students preview before reading they should look at headings; words that are bplded or underlined, and picture, tables, and other key informtaion to help them do two things:

a) Brainstorming: what do we already know about the topic?

b) Making predictions: what do we think we will learn about the topic when we read the passage?

2. During Reading

a. Click and Clunk

Clik and clunk is a strategy that teacher students to minitor their understandin during reading, and to use fix-up strategies when they realize their failure to understand text. the techers desribe a click as something that "you really get. You know it just clicks." After students understanding, the teacher explains a clunk: "A cluck is like when you run into a brick wall. You jusy really not understand a word the author is using. That is a clunk." Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks. The teachers asks students to write down their cluncks and then the teachers fix-up strategies to figure out the clunks. The teacher can use "clunk cards" as reminders of fix-up strategies.

b. Get the gist

Get the gist strategy to help students identify main ideas during reading in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own word. The most important point as a way of making sure that they have understood what they read. This strategy can improve students' understanding and memory of what they have learned.

When the students get the gist, they identify the most important person, place, or thing and also what is the most imortant idea abot the person, place, or thing in the paragraph they just read. One way to identify the main idea is to answer the following questios : (a) "who or what is it about?" and (b) "what is most important about who or what?" in addition, students will be teach to limit thier response to ten words or less, so that their gist conveys the most important ideas, but unnecessary details.

Get the gist will be taught by focusing on one paragraph at a time. While studnets read the paragraph, the teacher asks them to identify th emost important person, place, or thing. Then, the teacher asks students to tell what most important about the person, place, or thing is. Finally, the teacher students to put is all together in a sentence containing ten words or less.

3. After Reading

a. Wrap Up

Wrap up is a strategy that teachers student to generate questions and to review important ideas in the test they have read. The purpose of wrap up is to teach students to idetify the most important ideas of the entire section they

have read to improve their knowledge, understanding, and memory of what will be learn.

Wrap up consist of two activities (a) generating questions, and (b) reviewing. A teacher initially teachers students warp up by telling students to pretend they are teachers and to think of questions they would ask on a test. The teacher suggests the following questions starters: who, what, when, where, why and how. The teacher also encourage students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally the teacher asks students to write down the most important ideas from the days reading assignment and report orally to another group in front of the class.

1.3 The Students' Roles

In this case, studuents will be divide into small groups that consists of 4-5 student for each group. Every students has different roles in group. There are following:

a. Leader: Telling to the group members about what to read next and what strategy to use next.

b. Clunk Expert: Uses clunk card to remaind the group about the step to following when trying to figure out the meaning of their clunks.

c. Gist Expert : Guides the group toward getting the gist and determines that be gist contains the most important idea but no unnecessary details.

d. Announcer : Call on group member to read a passage or share an idea.

1.4 The Teachers Roles

The steps to apply CSR in a cooperative learning group are as follows:

a) Step 1: Whole class introduction. In this step, the teacher introduces the topic, teaches key vocabulary, and provides instructions.

b) Step 2: Cooperative group activity during preview, click and clunk, get the gist, and wrap up).In this step, each group member plays an assigned role and fills out a CSR learning log during the activity.

c) Step 3: Whole class wrap up strategy. In this step, the teacher discusses the reading passage, reviews clunks, answers questions, or shares some review ideas.

1.5 The advantages and Disadvantages Collaborative Strategy Reading (CSR)

1) Advatages Collaborative Strategy Reading

According to Klingner et al (1998), teaching reading comprehension by using CSR can increase the students' self-confidence in group discussion, so they were bravely expressed their ideas and learned to appreciate the idea of others. Moreover CSR motivates students in reading comprehension and create positive relationships among their group memeber.

Abidin and Riswanto (2012-194) also stated that there are two advantages in applying CSR in the class. (1) Not only teaching readers with cognitive (top down and bottom up) approach but also teaching reader how to use the strategies metacognitively. (2) Engage students to work in small group

cooperatively, so the students have opportunity to discuss and share the ideas among the member of the group.

2) Disadvantages of Collaborative Strategy Reading (CSR)

Klingner and Vaughn (1996) stated that there are some disadvantages of CSR, they are:

a. CSR strategy requires much time to teach the students and much time may be wasted in negotiations about who would perform on a specific role

b. To implement CSR, teachers neet to be given an intensive collaborative professional development programming class.

c. Teaching CSR in reading content area may need more attention than other foreign language subject because teachers may lack of English comprehension.

d. In bilingual class program, the teachers use two instruction language for the student, the CSR need to be taught collaborative as a teaching team.

2. Pop Up Book Story

Longman dictionary (2004) defined pop-up as a book, card etc with a picture that stands up when you open the pages. According to Faradisha (2013) pop up picture is an instructional media that relates to the characteristics of the students since it influences their sensory aids. Besides, pop up pictures are media that can be played by the students, are colorful,

have interesting forms and are compatible with the learners' interest. Pop up pictures can be divided into 2D and 3D.

Pop up is an illustration which when activated by the opening of a page, pulling a tab, or lifting a flap rises above the level of the page. Pop up book is a book that displays the movement and interaction through the use of paper, as the material folds, wheels or its rotation".

2.1 The Advantages and The Disadvantages Pop Up Book Story

1) The Advantages Pop Up Book Story

Pop up book story media has some advatages there are: Teach the children to appreciate books and treat it better, closing the parents of children, develop children's creativity, stimulate child's imagination, adding knowledge to give a depiction of an object (object recognition), can be used as a medium for instill a love of childrean to read."

2) The Disadvantages Pop Up Book Story

a. Some people considered that pop up book is expensive. This is a rare media produced by book publish because of the difficulty and high cost.

b. Time consuming this strategy may be time consuming if the class is big and the teacher cannot an amusing classroom atmosphere.

c. The class be noisy because it's a group discussions

3. Reading

According to Johnson (2008:3) reading is the practice of using text to create meaning. He also stated if there is no meaning being created, there is no reading taking place. Reading is a way to draw information from a text and to form an interpretation of that information. In other word, reading is getting out the text nearly as possible the message that the writer put into it. Grabe and Stoller (2002:4) stated that reading can be taught as a way to draw information from the text and to make an interpretation of that information. The process of drawing information and interpreting information requires the work of the brain actively. When a person is reading, the brain receives visual sensation of word and phrases from the printing page. From the explanation, without reading, the opportunities or improving one's life are limited. So, the people are expected to increase their interest in reading information and try to develop their reading ability. Reading ability can be developing as much as the reading interest is increased too. By reading, people get much useful and important information.

Harmer (2003:208) stated that students sometimes have low expectation in reading comprehension. The students think that understanding the text is difficult. So, they have no interesting and feel bored. So, when the teacher asked them some information from the text, most of them did not have ideas. For indonesian students' reading is still difficulty to learn, particulary in reading English text. Because Eanglish still foreign language in Indonesia.

3.1 Purpose of Reading

Mc Donough and Shaw stated that "the essential purpose of all reading generally is to get new information and/or for pleasure, not to go over what is known already or what is inconsequential to the reader in the first place". While Harmer divided the purpose of reading into two general purposes. "First, reading for pleasure. People reading the material is interesting, such as comics, novels, or magazines. Second, reading for usefulness of the text. People read because they need the information contained in the text, such as book, encyclopedia, newspaper, and article". It means, different purpose of reading related with different kinds of text that is being read by the reader. Grabe and Stoler (2002: 11-15) describe that the purpose of reading can be explained as the following:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability. Inreading to search, we automatically scan the text for specific information. Similarity, reading to skim is one of many reading tasks and useful skill in its own right. It involves, a combination of strategies for guessing where the important information might be in the text, and then using basic reading comprehension skill on those segments of   the text until a general idea is formed. It means reading is the activity to help the readers to find out the information needed by scanning skimming of the text.

2. Reading to learn from the texts

Reading to learn usually occurs in academic and professional contexts in which a person needs to learn the information from a text. it requires to:

a. Remember main ideas as well as number of details that elaborate themain and supporting ideas in the text.

b. Recognize and built the frames that organize the informations in the text.

c. Link the text the readers' knowledge base. Reading to learn makes stronger inferential demands than general comprehension to connect the information with background of knowledge.

3. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require to critical evaluation of the information. So, the reader can decide what information to integrate and how to integrate it for the reader's goal.

4. Reading for general comprehension

General reading comprehension has been intentionally has two reasons. First, it is the most basic purpose for reading, underlying and supporting the most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension has the skill that must have by the fluent reader, it requires very rapid and automatic processing of the words, strong skill in forming a general meaning

representation of main ideas, and efficient coordination of many processes under limited constrains.

3.2 Factors Affecting Reading

Anderson (2015:33) stated there are some factors those affecting readings. They are:

1. Reader's Knowledge

In understanding of the text, the reader should have knowledge. So, they will be easy to analyze and getting more information from the text not only what they remember of the text.

2. Reader's Skill

Reader's skill is the ability of good reader to understand the text efficiently.

3. Reader's Purposes

The reason why we read will give good or bad effect to readers.

4. Reader's Motivation

Motivation is the key to developing successful readers. Student motivation "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". Reading motivation is an effort to create certain conditions in order someone want and willing to read and gain the meaning from the text". It means that, the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read. The students seem to read at the surface level and paying attention to facts and detail information. If

students are not motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school.

5. Reader's Strategies

Reader's strategies means how the readers plan designed when processing the text. When the students are aware of these strategies and learn to apply them during their own reading process, they begin to become an automatic part of their thinking.

6. Physical Characteristic

Physical characteristic includes eye movement and speed of word recognition. Eyes movement has shown the importance of rapid and processing of most of words on the page automatically. While the ability to recognize words rapidly and accurately are important factor in reading. If word recognition is difficult, students will be difficult to comprehend the text.

7. Stable Characteristics

Stable characteristic includes sex, age and personality. It means the typical qualities of readers which are not likely to change reading text.

3.3 Macro and micro-skills for reading

In order to be easier readers, students need macro and micro-skills. According to Brown (2004:187), there is a list of some important micro-skills that learners should use in reading. The micro-skills include some items as follows.

1) Discriminating among the distinctive graphemes and orthographic patterns of English.

2) Retaining chunks of language of different lengths in short-term memory.

3) Processing writing at an efficient rate speed to suit the purpose.

4) Recognizing a core of words, and interpreting word order patterns and their significance.

5) Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.

6) Recognizing that a particular meaning may be expressed in different grammatical forms.

7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include some issues presented below:

1) Recognizing the rhetorical forms of written discourse and their significance for interpretation.

2) Recognizing the communicative function of written texts, according to form and purpose.

3) Inferring context that is not explicit by using background knowledge.

4) Describing events, ideas, etc., inferring link and connection between events, deducing cause and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguishing between literal and implied meanings.

6) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.

7) Developing and using battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

4. Reading Comprehension

According to Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the views of readers related to the text. In other word, comprehension is the process of deriving meaning from connected text. it involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process but active one (Teaching Reading,2003:14). The goal in reading process is comprehension the text what we read. Grabe and Stoler (2002:19) claims reading comprehension process are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text. Knowledge is the basic element for comprehension. It means the relation between what we don't know or new information and what we already know.

Morever reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

4.1 Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2001), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom.

1. Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or informantion. By doing this, students know what information they want to know what information they want to know in reading the texts. (Brown, 2001:306)

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also nedd to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, ect) and the sound words with final silent "e" such as (late, time, bite, etc). (Brown 2001:306).

3. Using efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced levels).

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns (Brown: 2001,306) your intermediate-

to advancede level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules (Brown:2001,306).

4. Skimming the text for main idea.

Skimming is the one of the most valuable reading strategies for learns. Skimming consist of quickly running one's eyes across a whole thext (such as an essay, article, or chapter) to finf out what the text telss about or to find out the main idea of the text. skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possivly some of the developing or supporting ideas (Brown, 2001:306).

5. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in eading a text. Scanning exercises may ask certain number of supporting details (Brown, 2001:308)

6. Using semantic mapping or clustering

Readers can easily be over whelmed by a long string of ideas or events. The strategy of semantic mapping, grouping idea into meaningful cluster, helps the reader to provide some order the the chaos (Brown:2001:308). Making such semantic map can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7. Guessing when you are not certian

Brown (2001:309) states that guess are an extremely broad category. Learners can use guessing to their advantages to (a) guess the meaning of a

word, (b) guess grammatical relationship (e.g., a pronoun reference), (c) guess a discourse relationship, (d) infer implied meaning ("between the line"), (e) guess about a cultural reference, (f) guess content massages.

Those micro skills can be use for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subject and in the personal and professional lives on their future.

4.2 Technique in Teaching Reading Comprehension

Related the techniques in teaching reading comprehension, some experts proposed different ideas. The most common idea is advanced by Brown (2001: 299) that there are three techniques in teaching reading comprehension, i.e. bottom-up processing, top-down processing and interactive processing.

1) Bottom-up processing

In bottom-up processing the readers construct meaning from the smallest unit, i.e. from letters, words, phrases, and sentences. In this process, the readers build up a meaning from the written words on the page. The readers recognize letters, words, and working out sentence structure.

2) Top-down processing

Top-down processing requires the reader to interpret the text by moving from the highest to the lowest unit analysis. Here, the reader makes use of his

existing knowledge to predict the meanings of the texts (Goodman in Alderson, 2000: 17).

3) Interactive processing

This processing is the combination of top-down processing and bottom-up processing. This process allows the readers to use both bottom-up and top-down processing in turn or at the same time. The readers can adopt a top-down processing to activate their background knowledge, then, move to the bottom-up processing by focusing on the smallest unit. The movements from one to another are based on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and beliefs about reading.

So that get the success of reading comprehension, the reader needs the most proper strategy that includes the approaches above to get the final purpose in reading the text.

4.3 Factor Affecting Reading Comprehension

In teaching reading comprehension, a teacher should be conscious of some factors because the success or the failure of reading comprehension can be affected by some factors such as meta-cognition, decoding/fluency, knowledge, and vocabulary and language skills (Sedita, 2010: 13).The meta-cognition factor is closely related to motivation. Weak self-monitoring skills and a lack of useful strategies can impede reading comprehension. Furthermore, students will be more successful in reading comprehension if

they are motivated to understand and engage in text they read (Snow: 2002). Weaknesses in the area of decoding and fluency are the main causesof poor reading comprehension. When the students have weaknesses in these areas, they are unable to focus on comprehending what they are reading. The next factor is knowledge. In this case, knowledge is related to background knowledge and knowledge of text structure. A lack of life experience or vast reading experience can affect the amount of background knowledge that the students can access when they are reading because without sufficient background knowledge they cannot relate to the information to construct meaning. In order to comprehend the texts, a reader must have knowledge of text structure at the sentence, paragraph, and discourse levels. They must be able to understand each sentence and to link the ideas from one sentence to others. In support to this, Carlisle and Rice (2002) in Sedita (2010: 13) propose that students who have good grammatical awareness tend to be good readers. Besides meta-cognition, decoding/fluency, knowledge, and vocabulary, the success or the failure of reading comprehension can be affected by other factors such as vocabulary and language skills. Mastery of vocabulary has strong relationship with reading comprehension. This relationship arises since the texts entail recognizing words even comprehending the texts. Thus, a reader with wide vocabulary will be able to recognize words in the texts so that he/she has possibility to easily comprehend the texts rather than them who lacks of vocabulary.

Based on the factors above, there are some learning weaknesses that the

students may have which also affect reading comprehension. Those factors areattention, short or long-term memory, visualizing and creating images, expressive language skills, and English as a second language (Sedita, 2010:14).

B. Relevant Study

The first researchers are Klinger and Vaughn. They conducted the research in 1998 with 26 seventh and eighth graders with low learning abilities who used English as a second language. In this study, students learn to use modified reciprocal teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions). It was found that CSR was effective in improving reading comprehension for most of the students with low learning abilities. In 2000, they implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the control group on comprehension. In a subsequent study, fifth grade students were taught to apply CSR by trained classroom teachers during English as a Second Language (ESL) science classes. It was shown that the students significantly increased their vocabulary from pre- to post-testing. Furthermore, students in CSR groups spent greater amounts of time engaged in academic related strategic discussion and assisted one and another while using CSR.

The second researcher is Fan who conducted a research in 2010. The research was conducted on 110 Taiwanese students from two intact classes. The purpose of the research is to investigate the impact of CSR towards EFL Taiwanese students' reading comprehension. The questionnaire and standardized reading pre-test, post-test and interviews were used to gather the

data. The research findings showed thatthe statistical results confirm CSR was more effective than the traditional teacher led reading approach which focuses on vocabulary and grammar teaching in improving the students' reading comprehension scores. The findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details.

The third researcher is Wang who did the research in 2008. He examined the effect of CSR on sixth-graders' reading comprehension and learning attitudes. Sixty-two pupils from two intact classes were divided into a control group receiving the traditional teacher-directed reading instruction and an experimental group of CSR instruction in combination with story retelling strategy training for fifteen weeks. Multiple measures were used in this study. They consisted of a questionnaire of English learning background, pre-tests and post-tests of reading comprehension, five post-tests administered after reading stories, a story reading post-test which students had not ever read in the class and a questionnaire of students' attitudes towards the intervention. It was reported that modified CSR approach was effective in fostering her six-graders'overall reading comprehension and understanding of the meaning of the stories, and that it increased their English learning motivation.

C. Conceptual Framework

As in the theoritical framework, reading as a process of getting meaning by combining information from the text and background knowledge. So meaning of the text was important thing in order to get the comprehension of the text. Moreover, comprehension is the goal of reading. To get the meaning of the text, we must combine background knowledge and information from a text. Let say that student have a same information from a text. But, what about their background of knowledge. A student who has good background knowledge, must be helpful to comprehend a text. The problem is what about the student who has less background knowledge. Teacher must try to help them, and make a student who has background knowledge more valuable.

CSR is a technique that is believed to improve students' reading comprehension. It employs four strategies that are challenging and interesting that can maximize students' involvement in the teaching and learning process. They are preview, click and clunk, get the gist, and wrap-up. Collaborative strategy reading assisted by pop up book story, students can more interesting and active.They will more comprehend the text clear.

D. Hypothesis

The hypothesis was formulated as follow

Ha   :"There is a significant effect of applying Collaborative Strategy

Reading (CSR) to the student reading comprehenson assisted by pop

up book story"

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research will be conducted at SMP Cerdas Murni Tembung Jln. Beringin Pasar VII No. 33 Tembung. During academic year 2019/2020.

B. Population and Sample

1. Population

The population of this research will be taken from the students of grade nineth of SMP Cerdas Murni Tembung in academic year 2018/2019. There were three classes. The total number is 95.

2. Sample

Cluster random will be used in this research. One class will be selected as the sample and it will be described in the table as follows:

Table 3.2
The Sample

Class	Sample
IX-1	32
Total	**32**

As the result, IX-1 will be taken as the sample of this research, and it will be functioned as experimental group. The experimental group will be taught by applying collaborative strategy reading assisted by pop up book story as media.

C. Research Design

The experimental research will be used to carry out of this research. It deal with pre-test and post test design. It is one group as the experimental group. The experimental group will be taught by applying collaborative strategy reading assisted by pop up book story. The experimental group will be given pre-test before doing the treatment. After the treatment, the experimental will be given post test. The design will be applied in order to investigate the effect of collaborative strategy reading assisted by pop up book story media on the students' comprehending in reading narrative text.

Table 3.3
Research Design
One Group Pre-Test Post-Test Design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

D. Instrument of Collecting Data

In this research, multiple-choice test which consisted of 20 items will be used as the instrument for collecting data. Each correct answer will be scored 1 for multiple choice and the incorrect answer will be scored 0. So, the incorrect answer will be not given score. So, the total of right answer is 20. The materials of test will be taken from the materials which is already given.

1. Pre-Test

Pre-test will be given to both experimental to find out the homogeneity. It was used to measure the students' ability in reading comprehension before the treatmen. In this case, there were 20 items of multiple choices.

2. Treatment

The experimental group will be taught by applying collaborative strategy reading assisted by pop up book story. The group will be got reading material.

3. Post-Test

After teaching, it will be given post-test to the experimental group in order to see the result whether the strategy and media give the effect or not. The test of pre-test and post-test are same.

E. Teaching of Collecting Data

The techniques of collecting the data in this research will be given as follows:

1. Giving pre-test to experimental group

2. Giving the treatment to experimental group by applying collaborative strategy reading assisted by pop up book story.

3. Giving post-test to experimental group

4. Listing the scores of pre-test and post-test into table for the experimental group.

F. Technique of Analyzing Data

After collecting the data from the test, the data will be analyzed by using the test. The following procedure will be implemented to analyzed the data:

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum_x 2 - (\sum x)^2 (n \sum_y 2) - (\sum_y 2)}}$$

2. Determining T-test by formulation

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression

$$Y = a + bx$$

With :

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum_X 2) - (\sum x)^2} \quad a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

Where:

Y = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation

D = $(r_{xy})^2 \times 100\%$

G. Statistical Hypothesis

In this research statistical hypothesis will be used to described whether the hypothesis will be accepted or rejected. The statistical hypothesis formula:

Ho: $t_{observe} < t_{table}$

Ha: : $t_{observe} > t_{table}$

Where :

Ho :"There was no any significant effect of applying collaborative strategy reading assisted by pop up book story to the students' reading comprehension."(The hypothesis will be rejected).

Ha : There was any significant effect of applying collaborative strategy reading assisted by pop up book story to the students' reading comprehension." (The hypothesis will be ccepted).

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study was obtained from the test score. There were two kinds of test for experimental group pre-test and post-test. The following were students' score on the pre-test and post-test of the experimental group.

That was the result of the pre-test and post-test in experimental group in table 4.1. (See Appendix IV). From the table 4.1, it was found that the mean of pre-test was 61,25 and the mean of post-test was 84,375.

B. Data Analysis

1. Finding the correlation

$$\text{rxy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \, (N\sum Y^2 - (Y)^2)}$$

$$= \frac{32 \, (166125) - (1960)(2700)}{\sqrt{32(121500) - (1960)^2} \, (32(228500 - (2700)^2)}$$

$$= \frac{5316000 - 5292000}{\sqrt{(3888000 - 3841600)} \, (7312000 - 7290000)}$$

$$= \frac{24000}{\sqrt{(46400)} \, (22000)}$$

$$= \frac{24000}{\sqrt{1020800000}}$$

$$= \frac{24000}{31949.9}$$

$$= 0.7$$

2. **Determining T-test**

$$t = r\frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= (0.7)\frac{\sqrt{32-2}}{\sqrt{1-(0.7)^2}}$$

$$= (0.7)\frac{\sqrt{30}}{\sqrt{1-0.49}}$$

$$= (0.7)\frac{5.47}{\sqrt{0.51}}$$

$$= (0.7)\frac{5.47}{0.71}$$

$$= 5.39$$

3. **Testing Linear Regression**

$$Y = a + bx$$

In finding Y find the value of a and b with the following this fomula:

$$b = \frac{n(\sum xy)-(\sum x)(\sum y)}{n(\sum_X 2)-(\sum x)^2}$$

$$= \frac{32(166125)-(1960)(2700)}{32(121500)-(1960)^2}$$

$$= \frac{5316000-5292000}{3888000-3841600}$$

$$= \frac{24000}{46400}$$

$$= 0.51$$

$$a = \frac{\Sigma y}{n} - b\frac{\Sigma x}{n}$$

$$= \frac{2700}{32} - (0.51)\frac{1960}{32}$$

$$= 84.3 - (0.51)(61.25)$$

$$= 84.3 - 31.2$$

$$= 53$$

After finding the value a and b, input the value and the finding as at the following :

$$Y = a + bx$$

$$Y = 53 + 0.51x$$

4. **Calculating Determination**

$$D = (r_{xy})^2 \times 100\%$$

$$= (0.7)^2 \times 100\%$$

$$= 0.49 \times 100\%$$

$$= 49\%$$

From the determination above, it was known that the effect of applying Collaborative Strategy Reading (CSR) to the students' reading comprehension assisted by popup book story was 49% and from the other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of applying Collaborative Strategy Reading (CSR) to the students' reading comprehension assisted by popup book story. it was seen from the differences of mean score of pre-test and post-test in experimental class. They were pre-test 61.25 and post-test 84.375 of experimental class. The mean of pre-test increases after applying Collaborative Strategy Reading (CSR) assisted by popup book story from 61.25 to 84.375.

Based on testing hypothesis, the value of $t_{observe} > t_{table}$ was 5.39 > 1.697. It means that there was a significant effect of Collaborative Strategy Reading (CSR) to the students' reading comprehension assisted by popup book story. the value of the effect was about 49%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, conclusion can be drawn is Collaborative Strategy Reading (CSR) assisted by popup book story significantly affected student's reading comprehension. It is proved by the result of the score of pre-test before giving treatment was 1960, and the post-test after treatment was 2700 and it was found that the $t_{observe} > t_{table}$ or 5.39 > 1.697. The result of analysis showed that $t_{observe}$ (t_o= 5.39) was higher that t_{table} 5.0 with degree of freedom (df) = n-k. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestion

Based on conclusion drawn, the research findings contribute valuable suggestion for those who interested in teaching narrative writing paragraph.

1. English teachers should apply Collaborative strategy reading (CSR) assisetd by popup book story in teaching reading comprehension because it is the students easy comprehend the text.

2. Students can be interesting in learning English especially reading comprehension becaus with the collaborative strategy reading (CSR) assisted by popup book story. it would make the student easier in reading comprehension

3. Comprehending the text and would make the students are more active in learning process

4. Teacher should be able choose suitable teaching technique wich are able to motivate the students to achieve satisfying result of he study.

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