

**THE EFFECT OF COLLABORATIVE STRATEGIC READING TO THE
STUDENTS' READING COMPREHENSION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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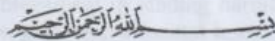


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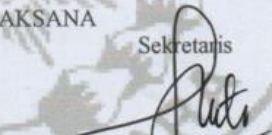
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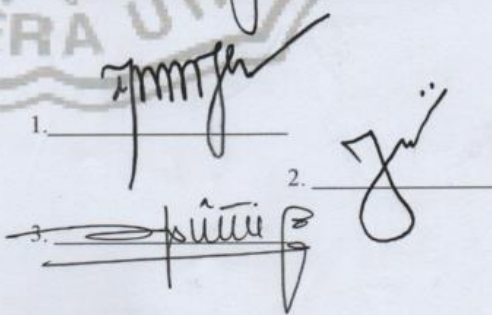
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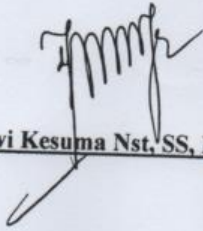
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ABSTRACT

Wenny Dewanti. 1202050388: The effect of using Collaborative Strategic Reading Comprehension. English Education Program of teachers' training and education, University of Muhammadiyah Sumatera Utara Medan, 2016.

This thesis was conducted to describe the effect of using Collaborative Strategic Reading on students' achievement in reading narrative text at SMP Bina Satria. The method of research was the experimental research method. The population of the study was the eight grade students of SMP Bina Satria on Jl. Marelan Raya Pasar 1 for the students of eight grade of Senior High School during the new academic 2015/2016, which consist of two classes. They were VIII A and VIII B class. The number of population were 64 students, the classes were divided into two group, namely experimental group and control group. All the population was taken as the sample. The experimental group was taught by Collaborative Strategic Reading and control group was taught by using ASK to THINK-TELL WHY Strategy. The instrument of research was Reading test. The Reading test was to read the narrative text. The finding indicated that $t_e > t$, or $9.57 > 1.67$ the finding of the research showed that there was a significant effect of using Collaborative strategic reading on students' achievement in Reading narrative text because t_e was higher than t , ($9.57 > 1.67$). It meant that alternative hypothesis (H_a) was accepted. The percentage of the effect of using Collaborative Strategic Reading on students' achievement in reading narrative text was 72.3 %.

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This research entitles "the effect of using Collaborative Strategic Reading on the students' achievement in reading comprehension ". one of the purposing of writing a skripsi is to fulfill one of requirement to get the degree of education from the Faculty of teaching and education of UMSU

In writing this research, there were so many troubles faced by the researcher. Without much help from the following persons, it was impossible for her to complete this research. Therefore, she would like to take this opportunity to thank, especially for her parents, **Mr. Asmono and Mrs. Iglima Ramadhansyah S.Pd.** Who have given moral and material support, advice, motivation, attention, suggestion, loving care and prayer before, during and after her study at UMSU may Allah SWT bless them. And she would say thanks to :

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Medan, March 2016
Researcher

Wenny llewanti

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

There are four basic skills that are required by student in order to be able to communicate well in English namely : listening, speaking, reading, and writing. Reading is very complex and progress from very poor reading habits to better ones. It requires high level of effort and concentration. It is more than just a visual task. A reader should not only see and identify the symbol but must be able to interpret what be read. Reading can be thought of as way to get some information, knowledge, and understanding. While reading a book, people are not only read the text to get information but also to understand it. The fundamental goal of reading activity is to know the language and to get meaning form a text. Comprehension is the ultimate goal of every reading practice. Reading comprehension will be understand as a process that involves not only recalling fact but also inferencing and evaluating the author's point of views. Force (2002) informed that the ability to read is crucial to the success of all students, and it essential succeed in society.

However, in fact, based o the researcher experience teaching practice program (PPL 2015) in SMP BINA SATRIA on student faced difficulties to understand the meaning of their reading English. the most of student did reading pasibly. The student could read and they didn't understand what the text talk about. So that, when the teacher asked them to answer the question based on the text, they could not answer the question, the students are not able to summerize

and re-told the text. Because they do not understand the sentence structure. They have lack of vocabulary and also has have no knowledge of grammar or structure of that language. So, the purpose of reading cannot gain by the students.

This condition becomes the challenge for English teachers to find out the solution to improve the student's skill is comprehending the text. One way to improve their reading skill is Collaborative Strategic Reading. CSR is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. the teacher presents the strategies (preview, click and cloak, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think- a loud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies. Collaborative Strategic Reading result in improvement in its four goal areas: reading comprehension, vocabulary, cooperative skills, and content area learning.

Based on the explanation above, this study is conducted to see the students' achievement in reading comprehension by Collaborative strategic reading (CSR) especially to the students of eight grade of SMP Bina Satria Medan.

B. Identification of Problems

The problems of this research were identified as follows:

1. Students low of the meaning words.
2. Students are lazy to open dictionary to find out the difficult word
3. Students get difficulties to summarize the content of the text.
4. The students get difficulties to identify the name of the text.
5. The students get difficulties to get main idea, important thing place and person of the text.
6. Students get difficulties to answer the question about the text given

C. The Scope and Limitation

The scope of this research focuses on reading comprehension and researcher limits on narrative text by using collaborative strategic reading to the students' comprehending at grade VIII SMP Bina Satria 2015/2016 academic year.

D. Formulation of Problem

Based on the identification of problem above, the problem are formulated as follows:

1. What are the effect of using collaborative strategic reading and ASK to THINK-TELL WHY strategy on students achievement in reading comprehension?
2. Is there any significant effect of using collaborative strategic reading on students' achievement in reading comprehension?

E. The Objective of the Study

The objective of study are :

1. To find out the effect of using collaborative strategic reading and ASK to THINK-TEL WHY strategy on students achievement in reading comprehension.
2. To find out the significant effect of using collaborative strategic reading on student& achievement in reading comprehension.

F. The Significance of Study

This research finding is expected to be useful for the theoretical and practical development. Theoretically, this study is expected to provide information, which may have as well as practical values for English Language Teacher to promote deeper comprehension on reading, by using the various type of reading strategies. Practically, these research finding is expected to increase students reading comprehension proficiency, especially in the focus on improving the students' reading comprehension level on mastering reading material.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied in the research concerned. Some term have been used in this study ad they needed to be theoretically explained. In the following part, theoretical elaboration on the terms uses presented.

1. Achievement

An achievement is a process of developing skills or knowledge. The most common type of achievement is a standardized progress in developing the measurable skills and knowledge learned in a given grade level, usually through planned instructions. Achievement is the measurable process, a more general and stable cognitive trait.

Achievement is the competence of a person, the act of achieving or performing, and successful performance (Algarabel and Carmen: 2001). In teaching learning process, students' achievement is an indicator in measuring the successful of study. Cognitive covers the knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective covers acceptance, participation, rewards, value organizing, experiences. Psychomotor covers movement, complex movement, communicative movement and creativity.

Developing the measurable skills and knowledge learned in a given grade level, usually though planned instruction, such as training classroom interaction.

It is as the successfulness of individual and to do one's best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority.

2. Reading

Reading, as one of receptive skills in learning English, deals with how someone gets information from written form. According to Broughton, et al (2003: 89-90), reading is a complex skill which includes the components of recognizing the black marks, the correlation of linguistic elements, and also the correlation of the meaning. Black marks that is meant here is the shapes, lines, and dots patterned in a text. Then, dealing with linguistics elements, it is the correlation between the pattern shapes and the language itself.

Reading as we know involves a number of cognitive processes. Reading is a communicative value and fictions as an active skill as cognitive processes are working during reading. The reader both reads and try to work on the information in the reading itself.

2.1. The Purpose of Reading

Like doing other activities, the reader also has some purpose in doing reading. There are numerous reasons in reading. according to Grade and Stoiler 2002: 13) classified the reading purpose as follows:

- 1) Reading to search for simple information and reading to skim

Some researcher see it as relatively independent cognitive process.

It is used to often in reading task that is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim

is a common part of many reading tasks and useful skill in its own right. It involves, extence, a combination of strategies for guessing where important might be in the text.

2) Reading to learn from text

Reading to learn typically in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to :

- a. Remember main ideas as well as a number of details that eliborate the main and supporting ideas in the text.
- b. Link the text to the reader's knowledge base.

3) Reading to intergrate information, write and critique texts.

Reading to integrate information requires additional about the realative importance of complementary, mutually supporting or conflicting information to accommodation from multiple sources. In this respect both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select and critique information from a text.

4) Reading for general comprehension

Reading for general information is the most basic purpose of reading underlyingand supporting most other purpose for reading. General reading comprehension is actually more complex than commonly assume. Reading for general comprehension, when accompilsh by a skill fluent reader, requires very rapid and automatic processing of words, strong

skills in forming a general meaning representation of main ideas and efficient of man, process under very limit time constraints.

2.2. Types of Reading

Brown (2001: 125) explains the types of reading. In the case of reading, variety of performance is derived more from the multiplicity of types of the text than from the variety of overt types of performance. Nevertheless, several types of reading are very identify as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words. punctuation and other graphemic symbols. Bottom-up processing is apply.

b. Selective

In other to know one's reading recognition of lexical, grammatical, or urse feature of language within a very short story, selective reading is apply.

c. Interactive

Include among interative reading are streches of language of several paragraphs to one page or more in which the reader mist, psycholinguistic sense, interect with the text. That is, raeding is process of negotiating meaning, the reader brings the text a set of schemats for understanding it and in take is the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and icluding profesional articles, essays. technical reports. short stories and books.

2.3. The Basic Skills of Reading

Mc Neil (1992: 10) defines the basic skills of reading as follows:

1. Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would help the reader to retell the meaning of it. Stress intonation are under this part.

2. Structural System

Structural system is the parts of a word that forms unit of meaning or second. The unit may be parts of an inflectional ending, a compound word, a prefix, suffix, and syllable.

3. Vocabulary

Vocabulary is a list of words in a reader can find words to express the meaning. In other words recognition vocabulary is much larger than production vocabulary.

4. Comprehension

Comprehension is the combination of knowledge in structure and vocabulary in which situation the language is use.

2.4. The Reading Activities

Teacher should divide the reading into their interrelate stages, those are: reading, while-reading and post-reading.

a. Pre-reading Activities

The purposes of the activities are:

1. To introduce and amouse interest in the topic.
2. To motivate learners by giving a reason for reading.
3. To provide some language preparation for the text.

Pre-reading as an aspect of comprehension instruction, involves preparing students for what they are about to read. Pre-reading includes: drawing out or providing prior knowledge about content and process, motivating students and reaching important vocabulary. Some pre-reading answer simply consist of question to students which are require to find the answer from the text. Some various types of activity may be develop.

b. While Reading Activities

The aim of these activities is to help learners to develop their reading skills so that they can be effective and independent readers. By implication students should be flexible in their ways of reading which are appropriate to the give text. In these level students interact with the text by the help of their relevant background knowledge such as interaction will help students:

1. To understand the writer's purpose.
2. To understand the text structure.
3. To classify the content.

Furthermore, the activities in this phase of reading should be gradually develop from a global understanding of the text and to smaller unit such as paragraph, sentence and word.

c. Post Reading Activities

The aims of these activities are:

1. To measure how far the students understand about the reading text in the while reading
2. To investigate and measure how far the students ability to extend their knowledge. In this case, the teacher will probably organize some kind of follow up students' task relate to the text give.

3. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is an interactive and complex process. The process is constructing meaning by Dutcher (1990). According to Dutcher (1990) The construction of meaning is done through dynamic interaction of three components: the reader's background knowledge, the information inferred by the written language, and the reading situation context. It means without interaction of the three components, reading comprehension will not *be* maximum.

The same notion of reading comprehension as constructing meaning was stated by Rayner et al. (2001), "comprehension includes guidance from knowledge outside the text, but even this influence can be understood in part by how the meaning of words actually read in the sentence trigger such knowledge. Reading comprehension begins with the word." The difference between Dutcher and Rayner is, the interaction among the components is triggered by words which activate background knowledge. Thus, to have good reading comprehension, reader must have a good ability on words recognition.

Some Researches were conducted by RAND Reading Study Group (2002), and they agreed with Dutcher (2001) that the three components play important

role in reading comprehension. However, the term they used for the same concept is different from that of Dutcher, they are: reader who is doing the comprehension, text which is to be comprehended, and activity in which comprehension is a part.

The term reader includes all the capacities, abilities, knowledge, and experiences of the readers. Subsequently, text become the second component of reading comprehension. since comprehension occurs by extracting meaning and constructing different representations from text, and in comprehending text, it can be categorized as difficult or easy one, depending on four components; factors inherent in the text, the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. In considering activity, it included the purposes which is influenced by motivation (interest and prior knowledge). processes (such as decoding, semantic processing, monitoring), and consequences associated with the act of reading (activities to lead an increase in the reader's knowledge, to find out how to do something is in application often related to the goal of the reader, to have engagement as their consequences). These three components occur within a sociocultural context that interacts reciprocally with reader's experiences. Finally, Good comprehenders can be engaged in many different types of text and context.

Based on the explanation above, it can be concluded that reading comprehension is process of constructing meaning from the text that requires decoding words fluently. understanding vocabulary, making inference and relating the ideas in the text to the prior knowledge.

b. Levels of Reading Comprehension

Levels mean different depth of understanding, different analysis of what is. The readers have different comprehension and they construct different is to evaluate information from the text. According to Berry (2005) There three level of comprehension, called: the *literal level*, the *interpretive level*, ted the *applied level*.

The literal level of comprehension is the simplest category, the basic level of comprehension: it is the common type of thinking that asked what actually stated in the text is. regarding the facts and detail, rote learning and memorization. surface understanding only, by using *the who, what, when* and *where* questions.

The second is the interpretive level; readers *are attempting* to understand what he author meant, to see the implication of the author's words. At this level, readers do some process to get meaning deeper; drawing inferences, tapping into prior knowledge/ experience, attaching new learning to old information, making logical leaps and educated guesses, reading between the lines to determine what is *meant* by what is *stated*. To get the implication of the text, the question asked by open-ended, thought provoking questions like *why, what if, and how*.

The last level is the applied level; readers are attempting to elevate or raise their thinking more critically and analyzing level. They have already reached the previous two levels; taking what was said (literal) and then what was meant by the text (interpretive) and then extend (apply) the concepts or ideas beyond the situation. At this level readers are analyzing or synthesizing information and applying it to other information.

3. Strategy

Strategy is applied to the students in teaching. Before talking about the strategy, first, here will be found the difference of some components which are also present in teaching, they are: approach, method, and technique. These terms have different meaning each other. The differences among approach, method and technique have been explained by American applied linguist Edward Anthony. "the organizational key is that the techniques carry out a method that is consistent with an approach."

If there was available system of language teaching and learning called approach and method, then technique is the implementational of that system. As already described, technique is particular trick and stratagem which takes place during the classroom activities and concerns to the practice of the procedures have been designed to accomplish the immediate objective, how these tasks and activities are integrated into lessons.

In discussion of strategy, due the time, educators and writers started using the term teaching strategy with reference to the methods and procedures utilized in teaching. Graesser in Abidin and Riswanto (2012 ;192) stated that strategy plays a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation described in the text.

3.1. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is designed to prevail problems in - related learning vocabulary (Klinger, 2004 : 292). The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that

maximize students' involvement. CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar & Brown. 1984), and (b) cooperative learning (Johnson & Johnson. 1987) or student pairing. In reciprocal teaching, teachers and students take turns leading a dialogue concerning key features of text through summarizing, questioning, clarifying, and predicting. Reciprocal teaching was developed with the intention of aiding students having difficulty with reading comprehension.

Collaborative Strategic Reading result in student improvement in its four goal areas: reading comprehension, vocabulary, cooperative skills, and content area learning. Specifically, students have been found to implement the clarification (Click and Chunk) and main idea (Get the Gist) strategies most consistently and effectively. While it was developed to enhance reading comprehension skills for students with learning disabilities and students with reading difficulties, CSR has also yielded positive outcomes with average and above-average students in general education settings.

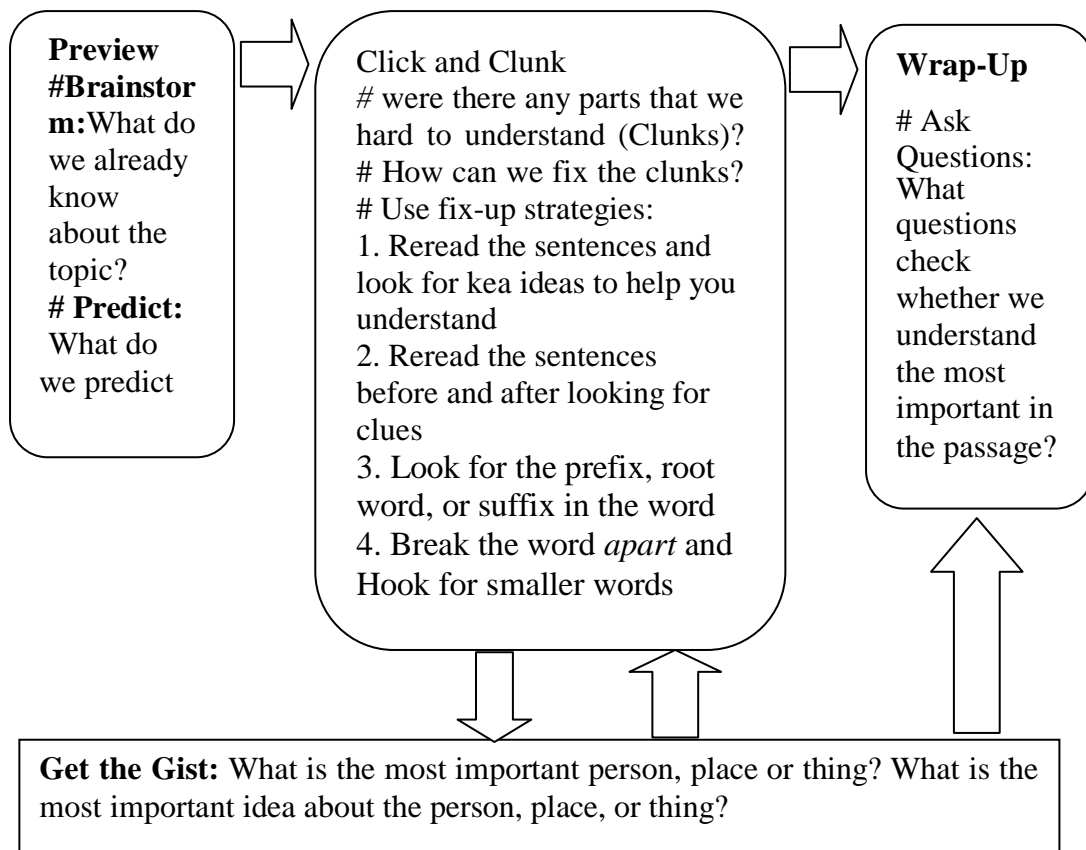


Figure.2.1 CSR's Plan for Strategic Reading Includes Before, During, and After Reading

1. Before Reading

Strategy 1: Preview

Students preview the entire passage before they read each section. The goals previewing are (a) for students to learn as much about the passage as they can a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in reading from the onset.

When students preview before reading, they should look at headings; words are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

2. During Reading

Strategy 2: Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" — comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" — comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand — or failing to understand — what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading, after students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use "clunk cards" as

prompts to remind them of various fix-up strategies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

- a. Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- b. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- c. Look for a prefix or suffix in the word.
- d. Break the word apart and look for smaller words you know.

As with the other strategies, students can be taught the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

Strategy 3: Get the Gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned. When the students to "get the gist." prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

3. After Reading

Strategy 4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why and how (the 5 Ws and an H). It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified. To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

3.2. Procedure

- a. Teacher divides students into small group (3-5) and then gives them the text.
- b. Teacher asks students to brainstorm what they know about the topic and then predict what they will learn about the topic.

- c. Teacher asks students to find the difficult part of the text after that students try to fix the solve it by rereading the sentence and look for key ideas to help students to understand the word, and then reread the sentence with the clunk, before or after the clunk looking for clues after that looking for a prefix or suffix in the word and the last breaking the word apart and looking for smaller words.
- d. Teacher asks the students to find the most important person, thing, or place and also idea about the person, thing or place.
- e. Teacher asks students learn to wrap up by formulating questions and asks their other friend to answer the question and then discuss about the questions.

3.3. The Strengthens and Weaknesses

Strengthen of collaborative reading strategy are:

- a) This strategy makes the students easy to understand about the material because they work in the team.
- b) This strategy increase students' vocabularies through click and clunk strategy.
- c) This strategy enhances cooperative skill.
- d) This technique makes the students active to work in the group.
- e) This strategy activates their prior knowledge.
- f) This strategy asks students to predict the text before they read the text.

The weaknesses of collaborative strategic reading are:

- a) This technique needs long time to use.
- b) The weak students needs long time to understand about the material because the teacher only presents the materials.
- c) This technique makes the students bored if the teacher cannot manage the class.

2.2 Teaching Reading by Using ASK to THINK-TELL WHY Strategy

The Teacher will enter the classroom and says salam. Before start of the lesson. the teacher provides information to students about Discussion Method to implemented. The Students in five groups already determined by the teachers and directly ask to arrange for a sitting position in accordance with their respective groups. The Teacher teaching the students by ASK to THINK-TELL WHY strategy as follows:

1. Students are divided into groups, they are given text to read, they discuss about the topic of the text.
2. Students are asked to use a set of open-ended thought provoking questions, asking questions about the text is given to their friends. Using three levels the differences of the three questions level; literal comprehension that is describing something (telling "what" that stated in the text), explaining it (telling "why" and "how") and integrating them. It is emphasized the importance of (a) telling how and why, (b) using students' own words to do so, and (c) connecting the idea being explained to something already known.

3. Their friends who require answering the question is asked to answer with the guidance of TELL WHY component of elaborated responses. Then the teacher say salam.

B. Conceptual Framework

Reading is essentially divided into two components: decoding (word recognition) and comprehend. Comprehension can be describe as consisting of parsing sentences, understanding sentence in discourse. building a discourse structure and then integrating this understanding with one already knows. Comprehension is the combination of the knowledge in structure and vocabulary in which situation the language used.

In fact most of the students cannot comprehend text, they cannot fully recognize the words and sentence as well as the meaning. Reading comprehension is acquiring the information from the context and combining desperate elements into a new whole.

There are many reading strategy can be applied in reading comprehension. One of the is Collaborative Strategic Reading (CSR). CSR is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR is a strategy specifically prompts the deeper comprehension (coherent of text meaning), since it induces a variety of more than just cognitive, either meta cognitive processes in learners during and after reading from text. The major thrust of the strategy is its emphasis on eliciting learners' explanation and inference as a result of their asking thought-provoking questions relevant to the text being processed while

continuously monitoring their comprehension.

Collaborative Strategic Reading (CSR) teaches students to **use** comprehension strategies while working cooperatively. Students' strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) most important parts of the text; and "wrapping up" key ideas. Find out how to reading content area text in small groups. Initially, the teacher presents the using modeling, role playing, and teacher think- a loud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies.

In conclusion, by applying this technique, the students' achievement in reading can be increased. That is why collaborative strategic reading technique of cooperative learning is suitable for the students' achievement in learning reading. Finally, the readers can understand well after they finish their reading.

C. Hypothesis

Based on the conceptual framework, the hypothesis was formulated as follows:

Ha : There is a significant effect of collaborative strategic reading in comprehending reading text.

Ho : There is no significant effect of collaborative strategic reading in comprehending reading text.

CHAPTER III

RESEARCH METHOD

A. Location And Time

This research was conducted to the VIII wades tudents of SMP Bina Satria Medan Marelan Kecamatan Medan Marelan of the academic years 2015/2016. The reason for choosing this school because based on the researcher's experience when doing the real teaching program there. It is found that the students' achievement in reading narrative text is still low which is proved by their report mark

B. Population and Sample

1. Population

The population of this study is all students of grade VIII of SMP Bina Satria Medan they are two parallel classes. Each class consists of 32 students. Total numbers of the students in population is 64 students.

2. Sample

According to Sugiono (2012;8) sample is part of amount and characteristic owned by the population. However, if there are more than 100, 15%,20%, or 50% can be taken as the sample. Since the population of this research are less than 100 so all population are taken as the sample automatically, because is only 64.

C. Research Design

Experimental research was applied to analyze the effect of collaborative strategic reading on students' achievement in reading comprehension at VIII grade students of SMP Bina Satria Medan. In this research, two groups were created that consisted of experimental group and control group. The experimental group was taught by using collaborative strategic reading and the control group Was taught by using ASK to THINK-TELL WHY strategy.

Table 3.1
The Research Design

Group	Pre test	treatment	Post test
Experimental	√	Collaborative Strategic Reading	√
Control	√	ASK to THINK-TELL WHY strategy	√

The procedure of the test:

This pan was divided into three steps, namely pre-test, treatment and posttest.

1. Pre-Test

Pre-test was the test which was gave before treatment process begin. The Pre-test was Reading Test, The test is aim to find out the students' Reading achievement in group. The procedure in administrating the test as follows:

- a. The teacher was asked the students to read the narrative teks based on the topic given.
- b. The teacher was asked the students to answer the test based on direction.
- c. The teacher was collected the students' answer sheet.

2. Treatment

The treatment was given to the students after the pre-test administration. The experimental group the students will be taught by using Collaborative strategic reading and the control group the students will be taught by using Discussion Method. The steps in learning process can be seen in table 3.3 and table 3.4.

Table 3.3
Treatment in Experimental Group

No	Reseracher's Activities	Student's Activities
1	The teacher gave the treatment: - Opening activity a. Greeting b. Attendance	Student answer the greeting
2	The Teacher explained the procedure of Collaborative Strategic Reading a. Preview : Activating Prior knowledge b. Click and Clunk : The teacher divided classroom into the 5 groups and gave the task for each group and then asked the students to solve the difficult word of phrase and then find the meaning in the dictionary c. Get The Gist : The teacher asked the students to re- state the most important thing place or person most important thing place of person d. Wrap Up : The teacher asked to check understanding of the text by formulatin questions . - The teacher explained about the material again. - The teacher gave the task (quis) and do it 20 minutes	The students gave the attention to the teacher in procedure of Collaborative Strategic Reading. a. The Students predict the topic b. The students solved the difficult word of phrase <i>and</i> then find the meaning in the dictionary collaborate with their group to write and description the picture from the ideas. c. The students re- stated the most important thing place or Person. d. The students understanding of the text by formulatin questions and answer about what they have learned by reviewing key ideas
3	The teacher collected their answer sheet. The teacher did greeting.	The students helped the teacher to collect their answer sheet. The students answered the greeting from the teacher.

3. Post-Test

The post-test was administrated after the treatment. The post-test was conducted to measure the competence of the students, then find out the difference in mean score of both of method in experimental group and control group. It also use to find out the students' ability in reading narrative Text after the treatment.

D. The instrument of Research

This research gave multiple-choise test as the instrument in collecting the data. The students will be asks to answer the reading comprehension test, consist of 30 multiple-choice test item. which consist of four option, namely a, b, c, and d. The material of the test about Narrative text take from the TOEFL Book on page 185-186 and 189-190. (*source: Larasati, Pent With Tim 1-Smart University. Target Nilai 600 TOEFL. Yogyakarta: Indonesia cerdas, 2012., page : 185-186 and 189-190*).

E. The technique of Collecting Data

The data was collected by giving the test to the students. The test use multiple-choise, 30 items.

Several steps are use to collect the data:

1. The Teacher used the test to the students about the text.
2. The teacher gave instruction to the students about the study of the test before doing the test.
3. The teacher gave 30 minutes to do the test.
4. The teacher collected the students' paper sheets.

5. The teacher gave score 1 to correct answer and 0 to incorrect answer. The highest score was 100 calculated by using formula:

$$\text{Score} = \frac{\text{Total of True Answer}}{\text{Total of Question}} \times 100\%$$

F. The technique of Analyzing Data

In this research, descriptive quantitative technique was applied to analyze e data, and the steps were:

1. Correcting the students' answer.
2. Identifying of the students' answer.
3. Scoring the students answer.
4. Listing their scores in two scores tables: first for experimental group scores as X Variable and control group scores as Y Variable.
5. Tabulating or calculating.

- a) Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \times 100\%$$

(Sugiyono, 2013: 183)

- b) Test of significant:

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

(Sugiyono, 2013: 184)

- c) Test of linear

$$Y = a + bX$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

(Sugiyono, 2012: 261-262)

d) Test of the effect

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

e) Test of sample related

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

(Sugiyono, 2013: 197)

Notes :

t = t-test

\bar{X}_1 = Avarage of variabel 1 (experimental group)

\bar{X}_2 = Avarage of variabel 2 (control group)

S_1^2 = Standard deviation squiref (variants) of sample 1
(experimental group) and sample 2 (control group)

n = Total of Sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

1 = Number consonant

r = Correlation of product moment between X1 and X2

CHAPTER IV
DATA AND ANALYSIS

A. Data Collection

There were totally sixty four students who were taken as the sample. They were divided into two groups, namely experimental group and control group. That consist of 32 students in experimental (VIII A) and 32 students in control group (VIII B). Each group was given pre-test and post-test. The data were collected by giving the students a test consisting of thirty questions.

B. Data Analysis

The data of this research, the initial of the students and the students scores in the pre-test and post-test of two groups could be seen in the following tables:

Table 4.1
The Result of Pre-Test And Post Test in Experimental Group

NO	Students' Initial	Score	
		Pre-test	Post-test
1	ASH	45	80
2	BB	40	75
3	CA	60	80
4	D	50	80
5	DA	55	80
6	DAM	65	80
7	ES	65	80
8	F	65	77
9	FM	45	82
10	HR	45	75
11	IR	65	90

12	LS	40	83
13	MS	55	83
14	MR	50	82
15	MRA	45	85
16	NM	50	85
17	RS	70	75
18	RSI	65	80
19	R	45	85
20	RDM	60	90
21	RC	70	90
22	RNAV	55	85
23	RP	55	71
24	SD	70	75
25	SP	50	90
26	SAD	55	73
27	SAR	55	95
28	TS	50	90
29	T	60	95
30	VF	55	95
31	WD	65	95
32	YS	45	95
Total		1765	2676
Mean		55,16	83,62

Based on the table above, showed that the mean of pre-test in experimental group was 55.16 and the mean of pre-test was 83,62. The highest of score in pre-test was 70 and post-test was 95. While the lowest score in pre-test was 40 and post test was 71.

Table 4.2
The result of pre-test and Post-Test in Control Group.

NO	Students' Initial	Score	
		Pre-test	Pos-test
1	AH	40	62
2	ASS	45	63
3	AS	60	65
4	AP	45	65
5	ASY	45	61
6	AD	50	61
7	A	50	61
8	AP	60	65
9	CP	65	65
10	CR	40	65
11	DP	50	75
12	DM	45	65
13	DA	50	70
14	DAN	50	70
15	ES	40	70
16	FA	40	75
17	GR	60	70
18	KA	65	70
19	HP	40	75
20	HI-1	60	80
21	IS	50	78
22	LSN	65	77
23	ME	60	61
24	MS	40	65
25	MFF	50	74
26	MKR	60	67
27	NA	55	80
28	PSW	45	76
29	RA	65	76
30	RF	65	80
31	RP	60	80
32	RA	65	80
Total		1700	2247
Mean		53,125	70,21

The data in the table 4.2 showed that the highest score of pre-test in

control group was 65 and the lowest score was 40 while the highest score of post-test was 80 and the lowest was 61.

The result of the test in the Table 4.1 until 4.2, the data was collected to find out the effect of using collaborative strategic reading on the students' achievement in reading narrative text. The collected data were analysis by using t-test independent sample formula. By firstly finding out the standard deviation of the post-test between experimental and control group by using the following formula:

$$S_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}} \quad \text{(for experimental group)}$$

$$S_2 = \sqrt{\frac{n(\sum y_i^2) - (\sum y_i)^2}{n_2(n_2 - 1)}} \quad \text{(for control group)}$$

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation. It can be seen in table 4.3 below:

Table 4.3
The Calculation Table for Standard Deviation

No	X	Y	$\frac{X_i}{(x-y)}$	$\frac{Y_i}{(x-y)}$	X_i^2	Y_i^2	$X_i Y_i$
1	80	62	-3,6	-8,2	12,96	67,24	29,52
2	75	63	-8,6	-7,2	73,96	51,84	61,92
3	80	65	-3,6	-5,2	12,96	27,04	18,72
4	80	65	-3,6	-5,2	12,96	27,04	18,72
5	80	61	-3,6	-9,2	12,96	84,64	33,12
6	80	61	-3,6	-9,2	12,96	84,64	33,12
7	80	61	-3,6	-9,2	12,96	84,64	33,12

8	77	65	-6,6	-5,2	43,56	27,04	34,32
9	82	65	-1,6	-5,2	2,56	27,04	8,32
10	75	65	-8,6	-5,2	73,96	27,04	44,72
11	90	75	6,4	4,8	40,96	23,04	30,72
12	83	65	-0,6	-5,2	0,36	27,04	3,12
13	83	70	-0,6	-0,2	0,36	0,04	0,12
14	82	70	-1,6	-0,2	2,56	0,04	0,32
15	85	70	1,4	-0,2	1,96	0,04	-0,28
16	85	75	1,4	4,8	1,96	23,04	6,72
17	75	70	-8,6	-0,2	73,96	0,04	1,72
18	80	70	-3,6	-0,2	12,96	0,04	0,72
19	85	75	1,4	4,8	1,96	23,04	6,72
20	90	80	6,4	9,8	40,96	96,04	62,72
21	90	78	6,4	7,8	40,96	60,84	49,92
22	85	77	1,4	6,8	1,96	46,24	9,52
23	71	61	-12,6	-9,2	158,76	84,64	115,92
24	75	65	-8,6	-5,2	73,96	27,04	44,72
25	90	74	6,4	3,8	40,96	14,44	24,32
26	73	67	-10,6	-3,2	112,36	10,24	33,92
27	95	80	11,4	9,8	129,96	96,04	111,72
28	90	76	6,4	5,8	40,96	33,64	37,12
29	95	76	11,4	5,8	129,96	33,64	66,12
30	95	80	11,4	9,8	129,96	96,04	111,72
31	95	80	11,4	9,8	129,96	96,04	111,72
32	95	80	11,4	9,8	129,96	96,04	111,72
Total	$\sum x =$ 2676	$\sum y =$ 2247	$\sum x_i =$ 0,8	$\sum y_i =$ 0,6	$\sum x_i^2 =$ 1.569,52	$\sum y_i^2 =$ 1395,48	$\sum x_i y_i =$ 1256,64

Based on the table 4.3 previously, the calculation of standard deviation was as

below :

For experimental group.

$$S_1^2 = \frac{n_1(\sum x_i^2) - (x_i)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{32(1569,52) - (0,8)^2}{32(32-1)}$$

$$S_1^2 = \frac{50224}{992}$$

$$S_1^2 = 50,63$$

$$S_1 = 7,2$$

For control group:

$$S_2^2 = \frac{n_2 \left(\sum y_i^2 \right) - (y_i)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{32(1395,48) - (0,6)^2}{32(32-1)}$$

$$S_2^2 = \frac{44655}{992}$$

$$S_2^2 = 45,02$$

$$S_2 = 6,71$$

Based on the data was calculated previously, it was found S_1^2 was 50,63 and S_2^2 was 45,02 , and then the following formula of t-test was implementing to find out the t-observed value both as the basic to the hypothesis of this research.

a) Koefisien of correlation (Validity):

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\left\{ n \sum x_i^2 - (\sum x_i)^2 \right\} \left\{ n \sum y_i^2 - (\sum y_i)^2 \right\}}}$$

$$r_{xy} = \frac{32(1256,64) - (0,8)(0,6)}{\sqrt{32(1569,52 - 0,64)(32(1395,48 - 0,36))}}$$

$$r_{xy} = \frac{40212,48 - 0,48}{\sqrt{(50224)(44655)}}$$

$$r_{xy} = \frac{40212}{\sqrt{2242752720}}$$

$$r_{xy} = \frac{40212}{47357,71}$$

$$r_{xy} = 0,85$$

It means 0,85 mean that validity of the test is very high. The following is the range of validity based on Sugiyono's statements :

0,00-0,19	Validity is <i>very</i> low
0,20-0,40	Validity is low
0,41-0,60	Validity is sufficient
0,61-0,80	Validity is high
0,81-1,00	Validity is very high

b) Test of linear

$$Y = a + bX$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{32(1256,64) - (2676)(2247)}{32(1569,52) - (2676)^2}$$

$$b = \frac{40212,48 - 6012972}{50224,64 - 7160976}$$

$$b = \frac{-5972759,5}{-7110751,4}$$

$$b = 0,84$$

$$a = \frac{\sum Y}{n} - b = \frac{\sum X}{n}$$

$$a = \frac{2247}{32} - b = \frac{2676}{32}$$

$$a = 70,2 - (0,84)(83,6)$$

$$a = 70,2 - 70,2$$

$$a = 0$$

$$Y = a + bX$$

$$Y = 0 + (0,84)X$$

c) Test of the effect of X and Y

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

$$D = (0,85)^2 \times 100\%$$

$$D = 0,7225 \times 100\%$$

$$D = 72,25\%$$

$$D = 72,3\%$$

It meant that the effect of X variable toward T variable of the effect of Collaborative strategic reading on the students' achievement in reading narrative text was 72,3%.

d) Test of sample related of X and Y

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{83,6 - 70,2}{\sqrt{\frac{50,63}{32} + \frac{45,02}{32} - 1,7\left(\frac{7,2}{\sqrt{32}}\right)\left(\frac{6,7}{\sqrt{32}}\right)}}$$

$$t = \frac{13,4}{\sqrt{1,58+1,41-1,7(1,27)(1,18)}}$$

$$t = \frac{13,4}{\sqrt{1,93}}$$

$$t = \frac{13,4}{1,40}$$

$$t = 9,57$$

After accounting the data previously by using t-test formula that critical value 9,57. Then after seeking the table of distribution of Collaborative Strategic Reading as basic of counting t-critical in certain degree of freedom (df), the calculation shows that df ($n_1+n_2-2= 32+32-2=62$). In the line of 62 that t-table is 1,67 at level of significant 0.05. the conclusion, because $t_{\text{observed}} > t_{\text{table}}$ or $9,57 > 1,67$ so, H_0 is rejected. It means that H_a is accepted. There was a significant effect of Collaborative Strategic Reading on the students' achievement in Reading Narrative text.

Then, it was found that the differences between effect of There was a significant effect of Collaborative Strategic Reading and ASK to THINK—TELL WHY Strategy on the students' achievement in Reading narrative text. It was cause the highest score of the post-test in experimental group using Collaborative Strategic Reading was 95, and the highest score of the post-test in control group using ASK to THINK-TELL WHY Strategy was 80.

C. Research Finding

After analyzing all data, some finding can be presented as follows:

1. Testing the hypothesis should be done in order to know whether the hypothesis was accepted or rejected. In testing the hypothesis, the basic for testing the hypothesis as follow: hypothesis accepted if t -observed value $>$ t -table value for the degree of freedom (df)= 62 (obtained from N_1+N_2-2 ; $32+32-2= 62$, in this case, it was taken 62 at level of significant 0.05 (1.67). The t_c (9,57) was higher than the t_t (1.67) or ($9,57>1,67$). So, the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that there was significant effect of Collaborative strategic Reading on the students' achievement in reading narrative text.
2. After analyzing the data, it was known that the students who were taught by using Collaborative strategic Reading that those who were taught by using ASK to THINK—TELL WHY Strategy, and it proved from the result of post-test both of groups, in the table 4.1 the result of the pre-test and post-test in experimental group and in the table 4.2 the result of the pretest and post-test in control group. The highest score of the post-test in experimental group was 95 and the lowest score was 70, while the highest score of post-test in control group was 80 and the lowest score was 61. The differences between effect of using Collaborative strategic reading on the students' achievement in Reading narrative text. It can be seen from the score, score of experimental group by using Collaborative strategic reading was highest from the control group using ASK to THINK—TELL WHY Strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow :

1. Based on the data analysis which shows that $t_c = 9,57$ and $t_0 = 1.67$. T_t was found based on the result of degree of freedom (df). The fact shows that t_0 was higher than the value of t_c , because $t_0 > t_c$, or $(9,57 > 1.67)$ it means that null was rejected and alternative hypothesis was accepted.
2. The result from students who were taught by using Collaborative strategic reading got higher than who were taught by using ASK to THINK—TELL WHY Strategy, because the students' taught by using Collaborative strategic reading become more systematic and structurally in reading the text, and it proved from the result of post-test both of groups, in the table 4.1 the result of the pre-test and post-test in experimental group and in the table 4.2 the result of the pre-test and post-test in control group. The highest score of post-test in experimental group was 95 and the lowest score was 70, while the highest score in control group was 80 and the lowest score was 61. The finding of this research should that Collaborative Strategic Reading is significant.

B. Suggestions

Related to the conclusion above, suggestions are put forward as follow:

1. To the English teachers, The teacher suitable using Collaborative strategic Reading in teaching reading in the classroom, especially reading narrative text, because based on the researcher's finding; it was found significance effects of using Collaborative Strategic Reading on the students achievement in reading narrative text.
2. To the students, the students should be able to read in English. At least a simple text, especially in reading narrative text. Because reading one of skills in English language. So by using Collaborative strategic reading the students can read systematically, because they can express their ideas and their thought.

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