THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' ACHIEVEMENT IN READING DESCRIPTIVE TEXT

SKRIPSI

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ABSTRACT

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The objective of this research was to find out the effect of using Collaborative Strategic Reading (CSR) on the Students' Achievement in Reading Descriptive Text. This research was conducted at SMP Swasta Muhammadiyah, Jalan Medan Belawan KM 22,5 Belawan Bahari Kec. Medan Belawan. The population of this research was the VIII grade students of the academic year 2016/2017. There were 7 classess consisting 296 students. The sample consisted of 78 students were taken by using cluster random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 39 students taught by using Collaborative Strategic Reading (CSR) and the control group consisted of 39 students by using lecturing method. The experimental research method was given multiple choice test as the instrument. Each group was given a treatment, pre-test and post-test. The result of this research showed that t-test (20.3) was higher than t-table (1,66) and degree of freedom (df) was 76. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of using Collaborative Strategic Reading (CSR) on Students' Achievement in Reading Descriptive Text.

Keywords: Collaborative Strategic Reading (CSR),Reading, Descriptive Text

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This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle *"The Effect of Using Collaborative Strategic Reading (CSR) on Students' Achivement in Reading Descriptive Text "*, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The rearcher also would like to thanks to :

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Medan,   April 2017

The Reseacher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one way of communication and getting information. By reading, a reader which find what they want to know. For students, reading is the learning activity that must do in order to expand their knowledge. The reading activity is an activity of getting information and knowledge from write text. To reading a write text, the students must have some general knowledge to get the point of reading itself. According to Trankersley (2003:3) Reading is a process that will not stand alone. It means that reading made up of several skills and process. Reading will not be taught as independent skills to students. Therefore. A teacher has to make sure that the students will have an understanding skill.

The students who were learned about reading which was known how to comprehend reading well. Comprehension is a process of making meaning from words when reading or listening. In reading, students were used their experiences and general knowledge to making sense of the text. Making connection was the key to comprehension. Reading comprehension is the ability to understand or comprehend write text. Trankersley (2003:2) stated that comprehension is the center of reading. It means that comprehension is important for reader including students in order to understand what the purpose of reading that they reading.

Based on the researcher experince during teaching practice programme (PPL) at SMP Swasta Muhammadiyah 06 Belawan, there were many students that have problems in reading comprehension. The first, the students had low reading comprehension, because they hadlimited vocabulary about the text.Until they did not know the meaning of simple words that exist in the text. It made them difficult to understand content of the text. Second, the students were not interested in the process teaching in reading comprehension.they felt that in readingis a boring activity.Third, teachers tend to applying monotonous vocabulary in the class and strategy.

Researcher was found that the students' reading comprehension was minimum level. It was seen from the study conducted by the author of the Junior High School Students at SMP Swasta Muhammadiyah 06 Belawan, in reading of 40 students only 8 of the 40 students who have rich or power vocabulary.

They were not have an interest to participate in classroom activities and cause the students felt boring in the reading, this situation happens because the approach apply was not suitable. The teacher usually lack appropriate method, and it causesthe students were not active in process and got less comprehension about the text.

Based on the problem above,the researcher must apply a strategy to increase their reading comprehension by using Collaborative Strategic Reading as solution to make a good progress in teaching reading comprehension for the students.In addition, Klingner and Vaughn (2007:1) stated that Collaborative

Strategic Reading (CSR) have four strategies: Preview, Clink and Clunk, Get the Gist, Wrap up.

By using Collaborative Strategic Reading , it could help the students to reading comprehension and spesific vocabulary in informational text, to classify previously learn word and to be more active engage readers when they were studying English especially in reading comprehension. The researcher was choosen Collaborative Strategic Reading because the researcher want to know the effect of using Collaborative Strategic Reading on the students' achievement in reading comprehension. This research was done in order the researcher can give the appropriate solution to others.

B. Identification of The Problem

The problems of this study as the following :

1. The studentsdid not know the meaning of simple words that exist in the text.

2. The students were not interested in the process of teachinglearning English.

3. The teacherstill usesmonotous vocabulary in the class and strategy.

C. Scope and Limitation

The scope of this research wasreading comprehension . It was limited on Descriptive text by using Collaborative Strategic Reading to the VIII grade

students of SMP Swasta Swasta Muhammadiyah 06 Belawan of 2016/2017 academic year.

D. Formulation of The Study

The problem was formulated as follows:

1. Is there any significance the effect of using Collaborative Strategic Reading on students' achievement in reading descriptive text?

E.   The Objective of The Study

The objective of the study was :

1. To investigate the effect of Using Collaborative Strategic Reading on students' achievement in reading descriptive text.

F.   The significances of The Study

a. Theoritical

1. To add the knowledge, experience and insight, as well as in the application of material research by using Collaborative Strategic Reading, especially regarding our knowledge about reading descriptive text.

b. Practical

1. To teachers, it could be considered to know students' reading competency and the activeness toward reading comprehension through collaborative strategic reading.

2. To Students, It could add their vocabulary in reading competency.

3. To other Research, this study could help the next reseacher getting the information for further relevant study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

This study deals with theories that was support the concept. In this case, theoritical framework in aim to give some clear concept apply in this research. It is intend to define the boundary of this study. There were many points in this study was discussed as follows.

1. Reading

Reading is a process which is done and used by readers to get information, given by the writer through written words or languange. With reading someone is able to find information and comprehend the meaning of a text. Reading is not only focussing on the printed word, but also reading has some meaning that should be known by everyone especially for students. According to Farrell (2009:20) stated that reading is not passive, but it involves the reader in active interaction with the text. It meands that reading is activity where the readers have to interaction with the text. After reading, the reader will be asked to understand the meaning of the text that they have read then the reader found the problem solving about everything they do not understand about the text.

Reading is process of transferring idea, opinion, message and news from the writer to the reader. By reading, the reader can get information and geet a

message from the text. It means that the reader can comprehend the text and understand the purpose of a message. According to Nunan (2003:68) stated that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Based on explanation above, reading is process of the readers combining information from the text with their background knowledge to build meaning.

1.1 types of Reading

Brown (2004:125) stated that the types of reading in the case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of overt types of performance. Never then less, several types of reading performances are typically identified asfollows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretche of discourse: letter, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognition of lexical, garmmatical, or discourse features of languange within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are streches of languange of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process of

negotiating meaning, the reader brings the text a set of schemata for understanding it and in take in the product of interaction.

d. Extensive

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

1.2 Indicator of Reading

Another important thing that should be exit in teaching reading comprehension is the teachers have to decide the indicators of reading comprehension. It has purpose to measure how far the students comprehend about a passage. Through the indicators the can asses whether the students have understood about the text or not. If the students can achieve the all indicators, it means the students could understand the text well.

Basirun (2004:14-15) States some general indicators in reading comprehension process. Those are:

1. Finding mind idea from particular pargraph from text provided.

2. Answering "WH" question about main idea from particular paragraph from text provided.

3. Answering some question through spesific information from text provided.

4. Completing sentences by using spesific word from text.

5. Answering "WH" question by using particular information.

6. Finding synonym of particular word in the text.

7. Finding antonym of particular word in the text.

8. Finding meaning of particular word in the text.

1.3 The purpose of Reading

Grabe and Stoller (2002:13) stated that the purpose of reading as follows:

a. **Reading to search for simple information and reading to skim**

Reading to search for simple information is a common reading ability thought some from researchers see it as relatively idependent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Reading to skim is common part of many reading tasks anduseful skill in its own right. It involves a combination of strategies for guessing where important information might be in the text.

b. **Reading to skim quickly**

Reading to skim is common part of many reading tasks and a useful skill its own rights. It involves, in essence, a combination strategies for guessing where important information might be in the text and the using basic reading comprehension skill on those segments of text until general ideas formed.

c. **Reading to learn from the text**

Reading to learn typically occurs in academic a professional context in which a person needs to learn a considerable amount of information from text.

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

b) Link the text to reader's knowledge base.

In addition, it makes stronger inferring demands then general comprehension to connect text information with background knowledge.

d. Reading to integrate the information, write and critique text

Reading to integrate information requires additional decisions about the relative importtance of complementary, mutually supporting of conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading critique text may be tasks variants of reading integrate information.

e. Reading for general comprehension

It is the most basic purpose if reading, underlying and supporting most other purpose for reading.

Based on the purpose of the reading above, reading could enchance comprehension, to obtain knowledge, or receive the experience, insight, or imagination of others. The purpose of reading is to get required and accurancy information in the text by thinking individually, disscussing it in pair then trying to share the accurancy information which reader got to others. Reader does this process as efficient as possible.

2. Achievement

According to John.k. (2001:282) states that student achievements are concern with how a student has done in relation to particular course of program. They usually come at the end of program in and deriberately based on the content covered in it. Achievement tests are useful to the teacher as well as the students, they indicate hoe well teaching has succed and where the improvements need to be made.

The students' achievement is measured by using achievement test. The achievement tests used most frequently by teacher are those he develops himself. In this study, the students' achievement in reading comprehension will be related to bloom's taxonomy that consists of cognitive, effective and psychomotor. Where cognitive domain consists of knowledge, comprehension, application, synthesis, analysis, and evaluation and this study just focuses on cognitive, they are knowledge, comprehension and application.

From the explanation above, the achievement will be got from students' achievement test that related to cognitive domain in the end of teaching learning process. It will be got in score form. Students can get a good achievement test in reading comprehension if the teacher gives motivation, interesting and suitable level comprehension of the text to the students. In achievements, the teachers are demand to be creating the better technique on strategy. It means that the teachers play a major role in determining the effectiveness of reading program.

3. Genre of Text

Genres must deal with kinds of text. It has communicative purpose or social fuction, generic structure, or text organization and languange feature (*http://shanngblogweh.blogspot.com2007/09/genre-kinds-of-text.html* genre I organizing concept for cultural practices. Genre is based on accession, fuction, behavior, and interaction structures. Each of text uses different languange feature.

According to Sanggam and Kisso (2008), based on generic structure and languange feature dominantly used text is divided into several types namely:

4. Narrative : has fuction to amuse, entertain and deals with actual or various experience in defferent ways.

5. Recount : has fuction to retell events for purpose or informing or entertaining.

6. Descriptive : has fuction to describe a particular person, place or thing.

7. Report : has fuction to describe the way are things are with reference to arrange of natural man made and phenomenon in environment.

8. Procedure : has fuction to describe how something is accomplished through a sequence of action or steps.

9. Explanation : has fuction to explain the purpose involved in the formation of working of natural on socio-cultural phenomenon.

10. Discussion : has fuction present information and opinion about issue in more one of an issue.

11. Anecdote : has fuction to share with others and account of an unusual amusing incident.

12. Spoof : has fuction to tell event with a humorous twist and entertain the readers.

13. News : has fuction give an information and the events.

4. Descriptive Text

According to Wyrick (2001:314) descriptive is a word-pictures of person, place, objects, and emotion, using a careful selection of details to make in impression on the reader.

Pradiyono (2006:165) stated that descriptive is one of the writing types, besides native, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasiv exposition. Descriptive text is a text that description of an object, both living thing and dead things including human and animals. Descriptive text is focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed.

Carol et al (2001:99) explain some spesific's personality and history of description:

a. Funtional descriptive include precise detail that objectively describe basic physical characteristics of people, place and thing.

b. Character profile describe actual people, their appearance, thought, accomplishment, and goals.

c. Character sketches are detailed decription of fictional characters. The writer reveals a character's personality and history through description and dialogue.

4.1 Parts of Descriptive

In writing descriptive there are several things that should be understand as the as follow:

a. Social fuction

The social fuction of writing descriptive is to describe a particular person, place, thing, or animal.

b. Generic structure

Wardiman et al (2008) said that the generic structure of descriptive writing is:

1. Identification is the part of paragraph that introduces the character.

2. Description which describe about part, qualities or characteristic of something or someone in details.

c. Grammatical Features

The following are several grammatical features of descriptive writing according to Knapp band Watkins.

1. In descriptive writing, the present tense is predominatly used. The part tense is used described something is the past.

2. The used of action verb are needed in describing especiaally for describing behavior.

3. When describe feelings, mental verbs are used, adjective, adverb, and adverbial phrase are use more there.

4.2 Types of Descriptive Text

Descriptive text have a five types they are:

1. Describing Personality

    If we want to describe a person. The first that we do is recognize him or her individual characteristics. They need to describe people occurs fairly in archaism of physical attribte (hair, eye) emotional (warm, nervous and others), moral attributes (greedy, flush,worthy, etc) and intellect (clever perception, and so on) consequently the writer describes the clearly.

2. Describing a place

    As with the people, there is a commonly accuring head to describe place such as features of town district, or area like garden park the best way to describe a place is by presenting some concrete example, such as hotel, home and so on. Further, it is essential to describe the size and agreement of the are involved.

3. Describing a process

    To desribe a process in descriptive writing, it is important to the writer to know and to understand how something is happend and done. That's why the writer should consider the steps for completing the process andalso the verbs are usually use in the imperative form.

4. Describing an Object

    The best way to describing an object accurately in providing the physical characteristics of an object such as the size, the shapes, the form, the colour etc. Therefore the writer will describe all the pictures of the object.

5. Describing an Event

In describing an event, the writer shall be able to recognize and remember what had happended two days ago, I that case he or she has to explain all details related to the event clearly. Indeed it makes the reader fell the event in the real situation.

5. Collaborative Strategic Reading

Collaborative Strategic Reading (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 students pairing. Klingner and Vaughn (1996) originally designed Collaborative Strategic Reading (CSR) and it currently consists of four comprehension strategies that students aply before, during, and after reading in small cooperative groups. These reading startegies are : (a) Preview (before reading), (b) Click and Clunk (during reading), (c) Get the Gist (during reading), and (d) Wrap up (after reading). Collaborative Stretegic Reading can be implemented in two phases: (a) Teaching the Strategies, and (b) Cooperative Learning Group Activity or Students Pairing. The implementatios are:

Students learn four strategies: preview, click and click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other

twostrategies, click and clunk and get the gist, are used multiple times while readingthe text, after each paragraph.

Preview

Preview is a strategy to active students' prior knowledge, to facilitate their prediction about what they will read. The purpose of previewing are to (a) help students identify what the text is about, (b) tap into their prior knowledge about the topic, and (c) generate interest in topic.

Click and Clunk

Students use the process of click and clunk to monitor their comprehension of the text. When students understand the information. It "clicks": when it doesn't make sense, it "clunk". Students work together to identify clunk in the text and use fix strategies to help them "declunk" the word or concept. The clunk expert facilitates this process, using clunk cards. A diffrent strategy for figuring out a clunk word, concept, or idea is printed on each card:

a. Reread sentences without the word. Think about what would make sense.
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 a part and look for smaller words you know.

Get the gist

Getting the gist means that students are able to state idea of a paragraph or cluster of paragraphs in their own word, as succinctly as possible. In this way students learn how to synthesize information, taking a large chunk of text and distiling. It into a key concept or idea. Students are taught to identify the most important who or what in the paragraph, and then to identify the most important information they read about the who or what, leaving out the details.

Wrap-up

Students learn "wrap-up" by formulating questions and answers about what they have learned and by reviewing key ideas, the goals are to improve student's knowledge, understanding, and memory of what they have read. Students generate question about important information in the passage. They learn to use questions startes to begin their quetion : who, what,when, where, why, and how ("the five W and H").

5.1 Cooperative Learning Group or Student pairing

Once students have learned the four strategies (preview, click, and clunk, get the gist and wrap-up) and have developed proficient applying them in teacher-led activities , they are redy to apply Collaborative Strategic Reading in their peer-led cooperative learning groups. Some teachers find it easier to have students work in pairs, and that also proven to be a succesful practice.

With collaborative Strategic Reading (CSR), students discuss what they have read, assist one another in the comprehension of the text, and provide

academic and affective support for their classmate. With Collaborative Strategic Reading (CSR) every one has a chance to try out all of the roles.

5.2 The Procedures of Collaborative Strategic Reading

In this study, there are set the stage. First, the teacher assigns students to groups, each group should include about four our five students of variying ability and teacher-selected will be used in order to from a group of mix ability. Then the teacher assigns roles to students. These roles may include (Klingner et.2001):

1. Leader: leads the group in the implementation of CSR by saying what to read next and what strategy to apply next : asks the teacher for assistance if necesssary.

2. Clunk Expert : uses clunk cards to remind the group of when trying to figure out a difficult word or concept.

3. Gist Expert: guides the group toward the development of agist and determines that the gist contains the most important idea but no unnrcessary details.

4. Announcer: calls on different group members to read or share an idea and make sure that everyone participates and only one person talks at a time.

5. Encourager: watches the group and give feeback: looks for behaviors to praise: encourages all group members to participate in the discussion and assist one another: evaluate how well the group has worked together and gives suggestions for improvement.

6. Timekeeper: lets group members know how much time they have to write in their learning logs complete a section of the text they are reading: keeps track of time and reminds the group to stay focused (if necessary).

5.3 Advantages of Collaborative Strategic Reading

There were several advantages of Collaborative Strategic Reading. Those are mentioned as follows:

1. students were able to find the meaning of words that are considered difficult without having to open the dictionary.
2. Students were able to find the content of reading either individually or in groups.
3. Students were able to remember reading a long time, for learning reading comprehension is multicomponent strategies systematically arranged and complementary.

5.4 Disadvantages of Collaborative Strategic Reading

There were several diadvantages of Collaborative Strategic Reading. Those are mentioned as follows:

1. many students assume that the difficult words in the text was very difficult to find its meaning if it does not open the dictionary.
2. Moreover, in the search for the meaning of words that were considered difficult (Click strategies and clunk) more time-consuming than implementing strategies Previewing, Getting the Gist, and Wrap-Up.

B. Previous of The Study

There were some previous studies that related with the title of this research. The first was an international journal conducted by Paramita, et al (2013) with the title *The Effect of Modified Collaborative Strategic Reading and vocabulary mastery on reading competency of the second semester students*. The finding of this research showed that MCSR technique was effective in improving vocabulary mastery on reading competency. In this research, MCSR technique was applied to Second Semester students but in current research the technique will be applied in Junior High School. Multiple choice reading competency test was used as the instrument of this research as well.

The second was a journal conducted by Margaret Averill McCown, et al (2013) *The Effect of Collaborative Strategic Reading on Informational Text Comprehension and Metacognitive Awareness of Fifth Grade Students*. For the control group, Metacognitive was used as the comparison of MCSR Technique, and it found that current research, the Technique will be applied Lecturing Method in the control group for eighth grade also.

The third was a skripsi conducted by Edi Kurniawan (2014) entitle *The effectiveness of Collaborative Strategic Reading (CSR) in students' reading comprehension on eight grade of SMPN 15 yogyakarta*. In this research found that CSR can work as a very effective, active and enthusiastic in vocabulary and reading comprehension .

C. Conceptual Framework

Reading is one of the import skills which have to be learned by the students in order to master english well. Reading is very important because through reading, the students will get more information around the world such as education, econmics, politics, social, science and etc. Then, the students could add their knowledge such as the students were able to find the topic of the text and the students also identify supporting details of that text. Also, the students could share information to their vocabulary and grammar.

Collaborative Strategic Reading (CSR) was one of technique which could be good in teaching vocabulary. In this research the teaching procedures of these techniques could give different process than the traditional process which was always used by the teacher. In Collaborative Strategic Reading (CSR) all of students in the classroom pay attention to them and they were also focusing on their member themselves when their leader in front of the class to give result of discussion. In that case, the researcher uses Collaborative Strategic Reading (CSR) in teaching reading of VIII grade of SMP Swasta Muhammadiyah 06 Belawan year 2016/2017.

CSR was applied by researcher in classroom, the teacher assign students to groups, then the teacher assigns roles to students, first, leader : leads the group in the implementation of CSR by saying what to read next and what strategy to apply next: asks the teacher for assistace if necessary. Second, Clunk Expert : uses clunk cards to remind the group of when trying to figure out a difficult word or concept. Third, Gist Expert: guides the group toward the development of agist and

determines that the gist contains the most important idea but no unnecessary details. Fourth, Announcer: calls on different group members to read or share an idea and make sure that everyone participates and only one person talks at a time. Fifth, Encourager: watches the group and give feeback, looks for behaviors to praise: encourages all group members to participate in the discussion and assist one another: evaluate how well the group has worked together and gives suggestions for improvement. Sixth, Timekeeper: lets group members know how much time they have to write in their learning logs complete a section of the text they are reading: keeps track of time and reminds the group to stay focused (if necessary. By using Collaborative Strategic Reading (CSR) in teaching learning process could be creative, attentive, and energic in text reading .

D. Hypothesis

The hypothesis of the research as follows:

Ha : there was a significant effect of using Collaborative Strategic Reading (CSR) on students' achievement in reading comprehension (the hypothesis was accepted).

Ho : there was not significant effect of using Collaborative Strategic Reading (CSR) on students' achievement in reading comprehension (the hypothesis was rejected).

CHAPTER III

RESEARCH OF METHOD

A. Location of Research

The research was conducted at SMP Swasta Muhammadiyah 06 Belawan. The research was conducted during the academic 2016/2017. The school was chosen because this school was also the location of research while doing field experience practice (PPL) and the similar research has never been conducted here before.

B. Population and Sample

a. Population

The population of this research was taken from VIII grade students at SMP Swasta Muhammadiyah 06 Belawan of 2016/2017 academic year. It consists of seven classes, they were $VIII^1$ until $VIII^7$. So the total of populations were 296 students. The number of population was shown in the following table.

Table 3.1

The Population

No.	Class	Population
1.	$VIII^1$	39
2.	$VIII^2$	39

3.	VIII^3	44
4.	VIII^4	44
5.	VIII^5	44
6.	VIII^6	42
7	VIII^7	44
	TOTAL	296

b. Sample

Sugiyono (2013:81) stated that the sample is part of number and characteristic of a population. This research would be applied by cluster random sampling . Cluster random sampling is a sampling technique where the entire population is divided into groups, or clusters, a random sample of these cluesters were selected. All observation in the selected cluster was included in the sample. By making sample was cluster random sampling. This research was taken VIII-1 and VIII-2 grade as the sample. So the total of samples were 78 students.

Table 3.2
Sample

CLASS	SAMPLE
VIII^1	39
VIII^2	39
TOTAL	78

C. Research Design

The experimental research was applied in this experimental research. The experimental research was purpose to find out the effect of treatment in both experimental and control group and therefore in the experimental research, the

sample was devided equally into two groups: Experimental Group and Control Group.

In this research, Experimental Group was taught by using Collaborative Strategic Reading, and the Control Group was taught by using lecturing method. The design applies in order to investigate the effect of using Collaborative Strategic Reading (CSR) on the students' achievement in reading descriptive text.

Table 3.3
Experimental Research

Group	Pre-Test	Treatment	Post-Test
Experimental VIII-I	✓	collaborative strategic reading	✓
Control VIII-II	✓	Lecturing method	✓

Each group was given three steps , they were pre-test, treatment and post-test.

1. Pre-Test

Both groups, the Experimental and Control group was given pre-test before treatment. A pre-test was administrated to the experimental group and control group with the same test. The pre-test was useful to know the mean score of experimental and control group.

In pre-test, the students were given the multiple choice test form that consists of 20 items and 4 options (A, B, C, and D) and then they answer the quetions based on their understanding about reading comprehension. Then when the time is over, the answer sheet will be

collected. The test is given to both Experimental Group and Control Group.

2. Treatment

The treatment was conducted to the Experimental Group. The Experimental Group was taught by using Collaborative Strategic Reading (CSR). Meanwhile, the Control group was taught by using lecturing method.

Table 3.4
The Procedure of Research in Experimental Group

a. Teaching Procedure in Experimental Group:

No	Experimental Group	
	Teacher's activities	Students' activities
1	1. Teacher greeting the students 2. check the attendance list.	Answer the teacher's greeting
2	1. Teacher distributing the material of descriptive text 2. Teacher give the example about descriptive text.	Listening the teacher's explanation
3	1. Teacher explaining about Collaborative Strategic Reading which relate to the material.	Listening the teacher's explanation
4	7. Assigns students to groups, each group should include about four our five students, Then the teacher assigns roles to students:	Do the teacher's instruction

	1)Leader: leads the group in the implementation of CSR by saying what to read next and what strategy to apply next : asks the teacher for assistance if necesssary. 2) Clunk Expert :uses clunk cards to remind the group of when trying to figure out a difficult word or concept. 3) Gist Expert: guides the group toward the development of agist and determines that the gist contains the most important idea but no unnrcessary details. 4) Announcer: calls on different group members to read or share an idea and make sure that everyone participates and only one person talks at a time. 5) Encourager: watches the group and give feeback: looks for behaviors to praise: encourages all group members to participate in the discussion and assist one another: evaluate how well	

		the group has worked together and gives suggestions for improvement. 6) Timekeeper: lets group members know how much time they have to write in their learning logs complete a section of the text they are reading: keeps track of time and reminds the group to stay focus (if necessary).	
5		1. Ask each students to read fluently, and reread the sentence which it is not known, 2. ask them to find some information and some meaning n the text by using Collaborative Strategic Reading.	The students read the text without using a dictionary to find the meaning and information from the text with their group.
6		Give the students exercise	Students answer the question
7		After the students finish to answer the quetions, collect their answer sheets, then check the answer together	Look at the true answers from the teacher and check it together.

Table 3.5
The Procedure of Research in Control Group

b. Teaching Procedure in Control Group

No	Experimental Group	
	Teacher	Students
1	1. Teacher Greeting the students. 2. check the attendance list.	Answer the teacher's greeting
2	1. Teacher distributing the material of descriptive text 2. Teacher give the example about descriptive text.	Listening the teacher's explanation
3	Teacher asks the students to listen when she teach the material	Listening the teacher's instruction
4	Ask the students to read the text	Do the teacher's instruction
5	Give the students exercise about the material	Students answer the quetion
6	After the students finish to answer the quetions, collect their answer sheets, then check the answer together	Look at the true answers from the teacher and check it together.

3. Post-Test

The test was given to both of Experimental and Control Groups in order to find out the students' achievement in reading descriptive text on by using collaborative strategic reading and the control group was taught by using lecturing method.

D. Instrument of the Research

The instrument to collect the data for this research was multiple choice tests about descriptive which consist of 20 items test. The material was taken from TIM ABDI GURU, 2014. Paten UN 2015 SMP/MTS. Jakarta: Erlangga.The score to the correct answer 0 point to the incorrect answer so the total was 100 point.

E. Technique of Analyzing The Data

In analyzing the data, descriptive quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets' students.

2. Listing their score in two tables, the first for experimental group scores as X variable, the second for control group as Y variable.

3. Calculating the total score post-test in experimental group and control group. Calculating would be conducted by using t-test as show below, according to Sugiyono (2013):

   a. Calculating Mean Score:

   $$\bar{x} = \frac{\sum x_i}{n}$$ (Sugiyono, 2013)

   Note: $\bar{x}$ = Mean

   $\sum x_i$ = The total of students' value

   N = The number of students

   b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}}$$ (Sugiyono, 2013)

c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum Xi^2 - (Xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$ (Sugiyono, 2013)

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{\bar{X}}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono. 2013)

Where:

t = t-test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\bar{x}_2$ = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of 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)

r = Correlation of product moment between X and Y

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving a multiple choice test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. The students' score was obtained as written in the table 4.1. Wilson (1982) showed that the prevalent forms of test, 1 test was scored 5 for students who could answer or 0 that could not be answered.

Table 4.1
The Scores of Pre-test in Experimental Group

No	Student's initial	Indicators								Score
		MI	WHMI	AQ	CS	WHPI	FS	FA	FM	
1	AZP	1	1	4	-	3	-	-	3	60
2	AH	1	2	3	-	5	-	-	3	70
3	APS	1	2	4	-	4	-	-	2	65
4	AZ	1	1	4	-	3	-	-	2	55
5	BA	1	2	3	-	4	-	-	2	60
6	CSR	1	1	5	-	4	-	-	2	65
7	DI	1	2	3	-	4	-	-	1	55
8	DA	1	1	4	-	5	-	-	1	60
9	ESL	-	2	4	-	4	-	-	2	60
10	FM	1	1	3	-	3	-	-	2	50
11	FS	1	1	6	-	4	-	-	2	70
12	FIM	-	2	5	-	5	-	-	1	65
13	FK	1	2	6	-	3	-	-	2	70
14	IS	1	1	4	-	6	-	-	1	65
15	KN	1	2	4	-	4	-	-	2	65
16	LA	1	2	3	-	3	-	-	2	55
17	MR	1	2	4	-	5	-	-	2	70

18	MH	-	1	5	-	4	-	-	2	60
19	MAR	1	1	5	-	4	-	-	2	65
20	MFN	1	2	6	-	3	-	-	1	65
21	MI	1	2	4	-	5	-	-	2	70
22	NAP	-	2	4	-	4	-	-	2	60
23	NH	1	2	5	-	2	-	-	3	65
24	NH	1	1	5	-	3	-	-	2	60
25	NAP	1	2	5	-	3	-	-	3	70
26	PN	1	1	4	-	3	-	-	3	60
27	QHK	1	2	6	-	4	-	-	1	70
	RPW	1	2	4	-	3	-	-	3	65
	RA	-	2	3	-	5	-	-	2	60
	RDW	1	2	4	-	5	-	-	2	70
	RA	1	2	4	-	4	-	-	3	70
	RN	1	2	3	-	5	-	-	2	65
	SA	1	2	6	-	3	-	-	1	65
	SA	1	1	5	-	4	-	-	2	65
	TA	1	2	5	-	4	-	-	2	70
	TM	1	2	3	-	4	-	-	2	60
	VM	-	2	4	-	3	-	-	2	55
	WP	1	2	3	-	4	-	-	2	60
	WA	1	1	4	-	5	-	-	2	65
TOTAL		**33**	**65**	**66**	**-**	**153**	**-**	**-**	**78**	**2475**

The data from the table 4.1 showed that questions in indicator of number three and five about answering some question through spesific information from text provided and answering "WH" question by using particular information were difficult for students because the students could not find information from the text. Whereas in indicator of number four, six and sevencould find of other indicator such as completing sentences, finding synonim and antonym because in test item only there were some indicator.

Table 4.2
The Scores of Post-test in Experimental Group

No	Student's initial	Indicators								Score
		MI	WHMI	AQ	CS	WHPI	FS	FA	FM	
1	AZP	1	2	6	-	5	-	-	2	80
2	AH	1	2	6	-	6	-	-	3	90
3	APS	1	2	6	-	5	-	-	3	85
4	AZ	1	2	4	-	5	-	-	2	70
5	BA	1	2	5	-	6	-	-	2	80
6	CSR	1	2	6	-	5	-	-	3	85
7	DI	1	2	5	-	5	-	-	1	70
8	DA	1	2	5	-	6	-	-	2	80
9	ESL	1	2	5	-	5	-	-	3	80
10	FM	1	2	4	-	5	-	-	2	70
11	FS	1	2	6	-	7	-	-	2	90
12	FIM	1	2	4	-	5	-	-	3	75
13	FK	1	2	6	-	7	-	-	3	95
14	IS	1	2	6	-	6	-	-	1	75
15	KN	1	2	6	-	5	-	-	2	80
16	LA	1	2	4	-	5	-	-	2	70
17	MR	1	2	7	-	7	-	-	2	95
18	MH	1	2	5	-	5	-	-	2	75
19	MAR	1	1	5	-	7	-	-	2	80
20	MFN	1	2	6	-	5	-	-	2	80
21	MI	1	2	6	-	7	-	-	2	90
22	NAP	1	2	7	-	5	-	-	2	80
23	NH	1	2	5	-	5	-	-	2	75
24	NH	1	2	5	-	4	-	-	3	75
25	NAP	1	2	5	-	6	-	-	2	80
26	PN	1	2	4	-	4	-	-	3	70
27	QHK	1	2	4	-	6	-	-	2	75
	RPW	1	2	7	-	6	-	-	1	85
	RA	1	2	5	-	7	-	-	2	80
	RDW	1	2	6	-	6	-	-	3	90
	RA	1	2	6	-	4	-	-	2	85
	RN	1	2	6	-	6	-	-	1	80
	SA	1	2	6	-	5	-	-	2	80
	SA	1	1	6	-	7	-	-	2	85
	TA	1	2	6	-	6	-	-	1	80

TM	1	2	5	-	5	-	-	2	75
VM	1	2	4	-	5	-	-	2	70
WP	1	2	5	-	5	-	-	3	80
WA	1	2	6	-	6	-	-	2	85
TOTAL	39	76	211	-	217	-	-	83	3125

The data from the table 4.2 showed the researcher concluded that there was increased on the experimental group after givig the treatment, bofore giving the treatment, the indicator of number there and five of number were 166 and 153, after giving the treatment the total of indicator number there were incresed to be 211 and 217.
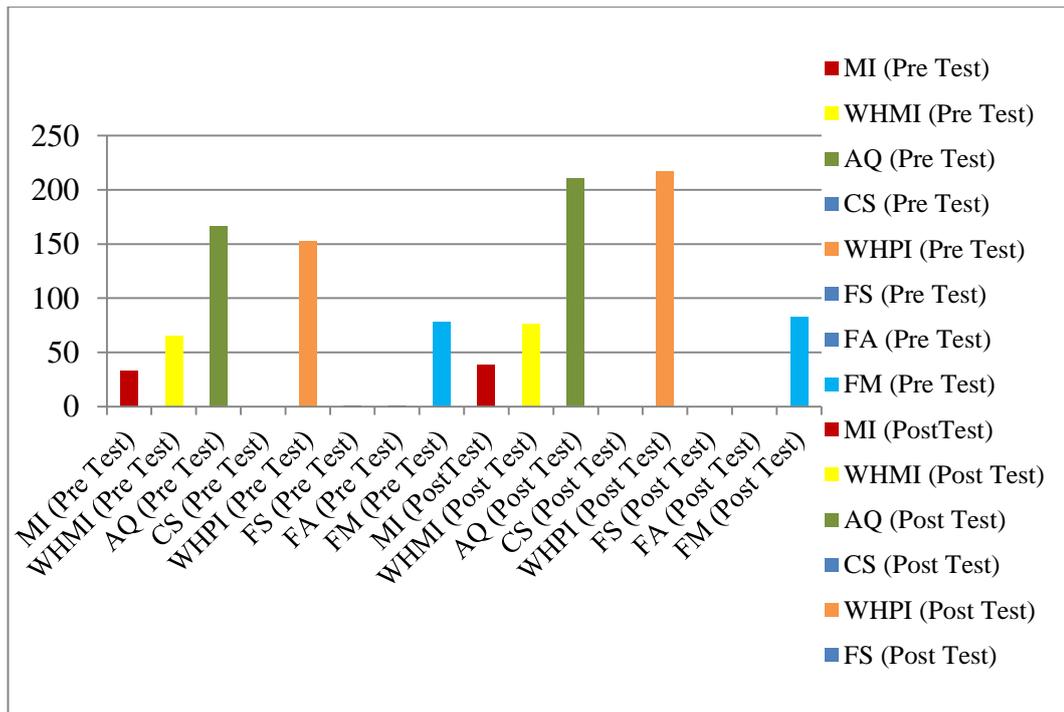
Figure I . Diagram of Pre- Test and Post-Test in Experimental Group

Based on the data in diagram of pre test and post test, in diagram of post test incresed where score post test was 3125 highest of score pre test was 2475.

Table 4.3
The Score of Pre-test in Control Group

No	Student's initial	MI	WHMI	AQ	CS	WHPI	FS	FA	FM	Score
					Indicators					Score
1	AKZ	1	1	4	-	3	-	-	2	55
2	AU	-	2	3	-	5	-	-	1	55
3	AS	1	1	4	-	4	-	-	1	55
4	AN	1	1	4	-	4	-	-	2	60
5	AR	-	2	5	-	3	-	-	1	55
6	BW	1	2	3	-	4	-	-	2	60
7	DDN	1	2	4	-	4	-	-	2	65
8	DF	1	2	4	-	4	-	-	1	60
9	DML	1	2	4	-	4	-	-	3	65
10	DAZ	-	2	4	-	4	-	-	2	60
11	EG	1	1	4	-	4	-	-	2	60
12	FA	-	2	2	-	3	-	-	1	40
13	FDN	1	2	4	-	3	-	-	3	65
14	HIS	1	1	4	-	4	-	-	2	60
15	IF	1	2	3	-	3	-	-	2	50
16	IL	1	2	4	-	4	-	-	3	70
17	LM	1	2	3	-	3	-	-	2	55
18	MN	-	1	3	-	3	-	-	2	45
19	MFE	1	2	4	-	4	-	-	2	65
20	MDA	1	1	4	-	4	-	-	2	60
21	MA	-	2	4	-	4	-	-	2	60
22	MH	1	2	4	-	5	-	-	2	70
23	MI	1	2	3	-	3	-	-	3	60
24	MI	1	1	4	-	4	-	-	2	60
25	ML	1	2	4	-	4	-	-	3	70
26	MS	1	1	3	-	3	-	-	3	55
27	MA	1	2	4	-	4	-	-	3	70
	NA	1	2	4	-	3	-	-	3	65
	NF	1	2	3	-	4	-	-	2	60
	NP	1	2	4	-	2	-	-	2	55
	PA	1	1	3	-	3	-	-	2	50
	PRJ	1	2	2	-	3	-	-	2	50
	RM	1	2	3	-	3	-	-	2	55
	RS	1	1	5	-	4	-	-	2	65
	RM	1	2	4	-	4	-	-	1	60

|									
RA	1	2	4	-	5	-	-	2	70
SRR	1	2	4	-	5	-	-	1	65
SK	1	2	3	-	4	-	-	2	60
SO	-	1	4	-	5	-	-	3	65
TOTAL	**32**	**66**	**43**	**-**	**146**	**-**	**-**	**80**	**2325**

The data from the table 4.3 showed that questions in indicator of number three and five about answering some question through spesific information from text provided and answering "WH" question by using particular information were difficult for students because the students could not find information from the text. Whereas in indicator of number four, six and seven could find of other indicator such as completing sentences, finding synonim and antonym because in test item only there were some indicator.

Table 4.4
The Score of Post-test in Control Group

No	Student's initial	Indicators								Score
		MI	WHMI	AQ	CS	WHPI	FS	FA	FM	
1	AKZ	1	2	5	-	4	-	-	2	70
2	AU	1	2	4	-	5	-	-	3	75
3	AS	1	1	4	-	4	-	-	2	60
4	AN	1	2	4	-	4	-	-	3	70
5	AR	1	2	4	-	4	-	-	2	65
6	BW	1	2	5	-	4	-	-	2	70
7	DDN	1	2	4	-	4	-	-	3	70
8	DF	1	2	5	-	4	-	-	2	70
9	DML	1	2	4	-	4	-	-	3	70
10	DAZ	1	2	5	-	4	-	-	3	75
11	EG	1	2	4	-	5	-	-	2	70
12	FA	1	2	3	-	4	-	-	2	60
13	FDN	1	2	5	-	5	-	-	3	80
14	HIS	1	2	5	-	5	-	-	2	75
15	IF	1	2	4	-	4	-	-	2	65
16	IL	1	2	5	-	4	-	-	3	75

17	LM	1	2	4	-	4	-	-	3	70
18	MN	1	1	5	-	4	-	-	2	65
19	MFE	1	2	5	-	5	-	-	3	80
20	MDA	1	2	4	-	4	-	-	3	70
21	MA	1	2	5	-	5	-	-	2	75
22	MH	1	2	5	-	6	-	-	2	80
23	MI	1	2	4	-	4	-	-	3	70
24	MI	1	2	4	-	4	-	-	2	65
25	ML	1	2	5	-	5	-	-	3	80
26	MS	1	2	5	-	4	-	-	2	70
27	MA	1	2	5	-	5	-	-	3	80
	NA	1	2	5	-	5	-	-	2	75
	NF	1	2	5	-	4	-	-	3	75
	NP	1	2	5	-	5	-	-	2	75
	PA	1	2	4	-	4	-	-	2	65
	PRJ	1	2	5	-	4	-	-	3	75
	RM	1	2	4	-	4	-	-	2	65
	RS	1	2	5	-	5	-	-	3	80
	RM	1	2	4	-	5	-	-	2	70
	RA	1	2	5	-	5	-	-	2	75
	SRR	1	2	6	-	5	-	-	2	80
	SK	1	2	5	-	4	-	-	2	70
	SO	1	2	4	-	5	-	-	3	75
TOTAL		**39**	**76**	**78**	**-**	**173**	**-**	**-**	**95**	**2805**

The data from the table 4.4 showed the researcher concluded that on the post test control groupin indicator of number three and five were incresed to be 178 and 173 wherease pre test was 143 and 146.
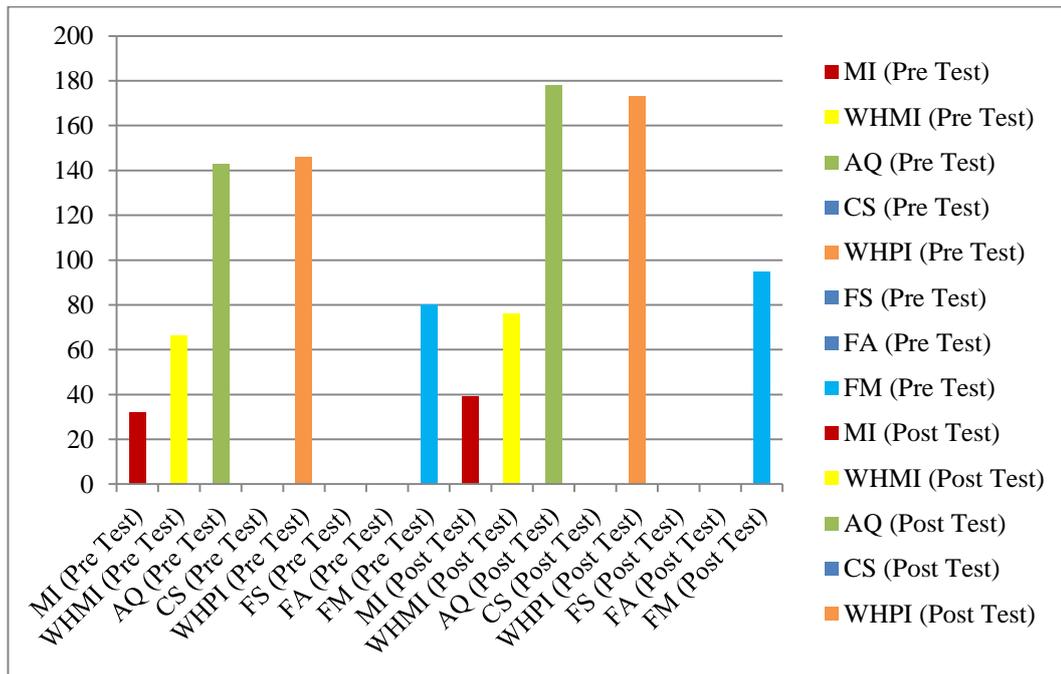
Figure II . Diagram of Pre- Test and Post-Test in Control Group

Based on the data in diagram of pre test and post test, in diagram of post test incresed where score post test was 2475 highest of score pre test was 3125.

Table 4.5
The scores of pre-test and post-test of experimental group

No.	Student's initial	Pre-test (X_1)	Post-test (X_2)
1	AZP	60	80
2	AH	70	90
3	APS	65	85
4	AZ	55	70
5	BA	60	80
6	CSR	65	85
7	DI	55	70
8	DA	60	80
9	ESL	60	80
10	FM	50	70
11	FS	70	90
12	FIM	65	75
13	FK	70	95

14	IS	65	75
15	KN	65	80
16	LA	55	70
17	MR	70	95
18	MH	60	75
19	MAR	65	80
20	MFN	65	80
21	MI	70	90
22	NAP	60	80
23	NH	65	75
24	NH	60	75
25	NAP	70	80
26	PN	60	70
27	QHK	70	75
28	RPW	65	85
29	RA	60	80
30	RDW	70	90
31	RA	70	85
32	RN	65	80
33	SA	65	80
34	SA	65	85
35	TA	70	80
36	TM	60	75
37	VM	55	70
38	WP	60	80
39	WA	65	85
	Total	**X_1 =2475**	**X_2 = 3125**

The data in the table above showed that the highest score of pre-test in experimental group was 70 and the lowest was 55. While the highest score of post test was 95 and the lowest was 70.

Table 4.6
The scores of pre-test and post-test of control group

No.	Student's initial	Pre-test (Y_1)	Post-test (Y_2)
1	AKZ	55	70
2	AU	55	75
3	AS	55	60
4	AN	60	70
5	AR	55	65
6	BW	60	70
7	DDN	65	70
8	DF	60	70
9	DML	65	70
10	DAZ	60	75
11	EG	60	70
12	FA	40	60
13	FDN	65	80
14	HIS	60	75
15	IF	50	65
16	IL	70	75
17	LM	55	70
18	MN	45	65
19	MFE	65	80
20	MDA	60	70
21	MA	60	75
22	MH	70	80
23	MI	60	70
24	MI	60	65
25	ML	70	80
26	MS	55	70
27	MA	70	80
28	NA	65	75
29	NF	60	75
30	NP	55	75
31	PA	50	65
32	PRJ	50	75
33	RM	55	65
34	RS	65	80
35	RM	60	70
	RA	70	75

37	SRR	65	80
38	SK	60	70
39	SO	65	75
Total		$Y_1 = $ **2325**	$Y_2 = $ **2805**

The data in the table above showed that the highest score ofpre-test in control group was 70 and the lowest was 40. While the highest score of post test was 80 and the lowest was 60.

B. Data Analysis

The effect of using CSR (Collaborative Strategic Reading) on Students' Achievement in Reading Descriptive Text. Based on the data from the test the score was analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.7
The differences between pre-test and post-test of experimental group

No.	Student's initial	Pre-test (X_1)	Post-test (X_2)	$\sum X_i^2$	$\sum X_i^2$
1	AZP	60	80	3600	6400
2	AH	70	90	4900	8100
3	APS	65	85	4225	7225
4	AZ	55	70	3025	4900
5	BA	60	80	3600	6400
6	CSR	65	85	4225	7225
7	DI	55	70	3025	4900
8	DA	60	80	3600	6400
9	ESL	60	80	3600	6400
10	FM	50	70	2500	4900
11	FS	70	90	4900	8100
12	FIM	65	75	4225	5625
13	FK	70	95	4900	9025
14	IS	65	75	4225	5625

				X_1^2	X_2^2
15	KN	65	80	4225	6400
16	LA	55	70	3025	4900
17	MR	70	95	4900	9025
18	MH	60	75	3600	5625
19	MAR	65	80	4225	6400
20	MFN	65	80	4225	6400
21	MI	70	90	4900	8100
22	NAP	60	80	3600	6400
23	NH	65	75	4225	5625
24	NH	60	75	3600	5625
25	NAP	70	80	4900	6400
26	PN	60	70	3600	4900
27	QHK	70	75	4900	5625
28	RPW	65	85	4225	7225
29	RA	60	80	3600	6400
30	RDR	70	90	4900	8100
31	RA	70	85	4900	7225
32	RN	65	80	4225	6400
33	SA	65	80	4225	6400
34	SA	65	85	4225	7225
35	TA	70	80	4900	6400
36	TM	60	75	3600	5625
37	VM	55	70	3025	4900
38	WP	60	80	3600	6400
39	WA	65	85	4225	7225
Total		$\sum X_1 = 2475$	$\sum X_2 = 3125$	$\sum X_1^2 = 158125$	$\sum X_2^2 = 252175$

Based on the table 4.3 above it could be seen that there was differences between pre-test and post-test score of experimental class. After calculated the data for the experimental group above the score for pre-test was 2475 and the total score for post-test was 3125. It means the score for post-test was higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x} = \frac{3125}{39} = 80.12$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{39(252175) - (3125)^2}{39(39 - 1)}}$$

$$= \sqrt{\frac{9834825 - 9765625}{39(38)}}$$

$$= \sqrt{\frac{69200}{1482}}$$

$$= \sqrt{46.69}$$

$$= 6.83$$

Table 4.8
The differences between pre-test and post-test of control group

No.	Student's initial	Pre-test (Y_1)	Post-test (Y_2)	$\sum Y_1^2$	$\sum Y_2^2$
1	AKZ	55	70	3025	4900
2	AU	55	75	3025	5625
3	AS	55	60	3025	3600
4	AN	60	70	3600	4900
5	AR	55	65	3025	4225
6	BW	60	70	3600	4900
7	DDN	65	70	4225	4900
8	DF	60	70	3600	4900
9	DML	65	70	4225	4900
10	DAZ	60	75	3600	5625
11	EG	60	70	3600	4900
12	FA	40	60	1600	3600
13	FDN	65	80	4225	6400
14	HIS	60	75	3600	5625
15	IF	50	65	2500	4225

16	IL	70	75	4900	5625
17	LM	55	70	3025	4900
18	MN	45	65	2025	4225
19	MFE	65	80	4225	6400
20	MDA	60	70	3600	4900
21	MA	60	75	3600	5625
22	MH	70	80	4900	6400
23	MI	60	70	3600	4900
24	MI	60	65	3600	4225
25	ML	70	80	4900	6400
26	MS	55	70	3025	4900
27	MA	70	80	4900	6400
28	NA	65	75	4225	5625
29	NF	60	75	3600	5625
30	NP	55	75	3025	5625
31	PA	50	65	2500	4225
32	PRJ	50	75	2500	5625
33	RM	55	65	3025	4225
34	RS	65	80	4225	6400
35	RM	60	70	3600	4900
36	RA	70	75	4900	5625
37	SRR	65	80	4225	6400
38	SK	60	70	3600	4900
39	SO	65	75	4225	5625
Total		$\sum Y_1 = 2325$	$\sum Y_2 = 2805$	$\sum Y_1^2 = 140425$	$\sum Y_2^2 = 202925$

Based on the table 4.4 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 2325 and the total score for post-test was 2805. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum y}{n_y} = \frac{2805}{39} = 71,92$$

Standard deviation of Y variable

$$SD_1 = \sqrt{\frac{n(\sum y_i^2)-(\sum y_i)^2}{n_1(n_1-1)}}$$

$$= \sqrt{\frac{39(202925)-(2805)}{39(39-1)}}$$

$$= \sqrt{\frac{7914075-7868025}{39(38)}}$$

$$= \sqrt{\frac{46050}{1482}}$$

$$= \sqrt{31.07}$$

$$= 5.57$$

Based on the previous data it was concluded in the following table:

Table 4.9

Calculating correlation Product Moment between X_1 and X_2

No.	X_1	X_2	$\sum X_i^2$	$\sum X_i^2$	$\sum X_i X_i$
1	60	80	3600	6400	4800
2	70	90	4900	8100	6300
3	65	85	4225	7225	5525
4	55	70	3025	4900	3850
5	60	80	3600	6400	4800
6	65	85	4225	7225	5525
7	55	70	3025	4900	3850
8	60	80	3600	6400	4800
9	60	80	3600	6400	4800
10	50	70	2500	4900	3500
11	70	90	4900	8100	6300
12	65	75	4225	5625	4875
13	70	95	4900	9025	6650
14	65	75	4225	5625	4875
15	65	80	4225	6400	5200
16	55	70	3025	4900	3850

17	70	95	4900	9025	6650
18	60	75	3600	5625	4500
19	65	80	4225	6400	5200
20	65	80	4225	6400	5200
21	70	90	4900	8100	6300
22	60	80	3600	6400	4800
23	65	75	4225	5625	4875
24	60	75	3600	5625	4500
25	70	80	4900	6400	5600
26	60	70	3600	4900	4200
27	70	75	4900	5625	5250
28	65	85	4225	7225	5525
29	60	80	3600	6400	4800
30	70	90	4900	8100	6300
31	70	85	4900	7225	5950
32	65	80	4225	6400	5200
33	65	80	4225	6400	5200
34	65	85	4225	7225	5525
35	70	80	4900	6400	5600
36	60	75	3600	5625	4500
37	55	70	3025	4900	3850
38	60	80	3600	6400	4800
39	65	85	4225	7225	5525
Total	$\sum X_1 = 2475$	$\sum X_2 = 3125$	$\sum X_1^2 = 158125$	$\sum X_2^2 = 252175$	**199350**

$$\text{Rxy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum Xi^2 - (Xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$

$$= \frac{39(199350) - (2475)(3125)}{\sqrt{\{39(158125) - (2475)^2\}\{39(252175) - (3125)^2\}}}$$

$$= \frac{7774650 - 7734375}{\sqrt{\{6166875 - 6125625\}\{9834825 - 9765625\}}}$$

$$= \frac{40275}{\sqrt{\{41250\}\{69200\}}}$$

$$= \frac{40275}{\sqrt{2854}}$$

$$= \frac{40275}{53.42}$$

$$= 753.9$$

Determining the value of t-test with formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S1^2}{N1} + \frac{S2^2}{N2} - 2R\left(\frac{S1}{\sqrt{N1}}\right)\left(\frac{S2}{\sqrt{N2}}\right)}}$$

$$= \frac{80.12 - 63,46}{\sqrt{\frac{46,69}{39} + \frac{31,07}{39} - 2(753,9)\left(\frac{6,83}{\sqrt{39}}\right)\left(\frac{5,00}{\sqrt{39}}\right)}}$$

$$= \frac{16.66}{\sqrt{1,19 + 0,79 - (1,507)\left(\frac{6,83}{6,24}\right)\left(\frac{5,00}{6,24}\right)}}$$

$$= \frac{16,66}{\sqrt{1,98 - 1,507(1,09)(0,80)}}$$

$$= \frac{16,66}{\sqrt{1.98 - 1,507(0,87)}}$$

$$= \frac{16,66}{\sqrt{1,98 - 1,3}}$$

$$= \frac{16,66}{\sqrt{0,68}}$$

$$= \frac{16,66}{0,82}$$

$$= 20,3$$

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value 20,3 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is (2n-2=78-2=76) in line of 76 that t-table is 1.66 for 0.05. it could be

concluded t-test > t-table or 20,3 > 1,66. So, Ho was rejected and Ha was accepted or there was the effect of using Collaborative Strategic Reading (CSR) on Students' Achievements in Reading Descriptive Text.

D. Research Finding

Based on the data analysis above, the findings of this research were described that the students who were taught by using Collaborative Strategic Reading (CSR) got higher score than those who were taught by using lecturing method. It was proved from the result of t-test which was 20.3 and t-table which was 1.66 (t-test >t-table, 20.3> 1.66). It meant that the students' achievement in reading descriptive text by usingCollaborative Strategic Reading (CSR) was significant than using lecturing method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it could be concluded that using Collaborative Strategic Reading (CSR) significantly affects on the students' achievement in reading descriptive text. Result from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 252175 and the mean score was 80.12, while in the control group weas 202925 and the mean score was 71.92. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 20.3 was higher than t-table 1.66, it means that the alternative hypothesis Ha was acceptable.

B. Suggestions

1. It is suggested that English teacher, especially for the English teacher of SMP Muhammadiyah 06 Belawan. They could try Collaborative Strategic Reading (CSR) in teaching English to increase their knowledge and by using a good technique the students were easier and motivated to learn English. The English should select a technique that were not only interesting but also appropriate

with the subject and the students' need. So, the teacher could use Collaborative Strategic Reading (CSR) as an active technique to teach in the class.

2. The students, the students should be active in the classroom because in the Collaborative Strategic Reading (CSR) the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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LESSON PLAN

(EXPERIMENTAL GROUP)

Name of School   : SMP Swasta Muhammadiyah 06- Belawan

Subject   : English

Class/semester   : VIII-1

Time Allection   : 2x40Minute

Learning Topic   : Descriptive Text

Skill   : Reading

A. Standard of competence :

Understand the meaning of simple in short essay in the form descriptive in daily life context and get to popular science.

B. Basic competence   :

Respond accurately, fluently and appropriately meaning in short fuctional texts in daily life context and get to popular science.the instruction in daily life to acces knowledge.

C. Indicators

1. Identifying topic from Descriptive Text.

2. Identifying information from Descriptive Text.

3. Answer the question based on the content of reading Descriptive Text.

D. Learning Objectives

After finishing the lesson, the students are supposed to be able to:

1. To Identifying topic from Descriptive Text

2. To Identifying information from Descriptive Text.

3. To Answer the question based on the content of reading Descriptive Text.

E. Method

Collaborative strategic reading

F. Learning Material

Definitions of Descriptive text

Descriptive text is to describe a particular person, place, or thing.

Generic Structure

Identification

Identifying the phenomenon to be descriptive.

Description Characteristics

Describing the phenomenon in parts, qualities, and characteristics.

Language Features

- Focus on specific characteristic.

- Use of simple present tense.

G. Learning activities:

1. Pre activities

- Teacher greets to all of students.

- Teacher asks students'condition.

- Teacher checks attendnces list of students.

- Managing the class starting the material.

- Introduce descriptive text and technique that appropriate with topic that wiil be taught to the students.

- Teacher flatten the porpuse in learnig.

2. Main activities

- Teacher point out of descriptive text.

- The teacher explains about Collaborative Strategic Reading (CSR) and roles that there is in this technique.

- The students give attention to the teacher's explanation.

- The teacher divided the class into group, each group group include 4 or 5 students.

- The teacher give a text to students and order the student read the text

- they do that say by their teacher, and reread the sentence unknown without a dictionary, if one of the group could understand the meaning of words they do not know they can say click.

- asks the students to identify the main content of the information

- asks the students to summarize what they read and presented.

- Teacher measures as fasilitator in each groups.

- The teacher give the students to ask about the lesson which they did not understand yet.

3. Final activities

- The teacher asks the students to do the exercise that will be given by the teacher.

- The teacher give conclusion, motivation to the students and close the lesson.

H. Learning source

- Relevan book

  Ai Siti Djamilah, 2016. *Learning More English 2 for Grade VIII Junior High School*. Bandung: Grafindo Media Pratama.

  TIM ABDI GURU, 2014. Paten UN 2015 SMP/MTS. Jakarta: Erlangga.

- Cartoon paper

- Work sheet

I. Assesment

Indicator	Technique	Form
the students are able to comprehend vocabulary in daily life context to acces knowledge	Written text	Essay
Instrument		

Read the text and answer question 1-10

My Mother

Hai friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a

Choose the correct answer by crossing (x) letter A, B, C, or D, from the question below!

1. The text mainly describes about...
   a. Beautiful person
   b. My mother
   c. women
   d. mother

2. What is the main idea of paragraph 1?
   a. Identification of my mother.
   b. Description about my grandmother.
   c. Description about my mother.
   d. Identification about my beautiful woman.

3. What is the main idea in paragraph 2?
   a. Identification of my mother.
   b. Description about my grandmother.
   c. Description about my mother.
   d. Identification about your mother.

4. What is the color of writer's mother skin?
   a. White
   b. Black
   c. brown
   d. light brown

5. According to the text, which of the statement are true about writer's mother...
   a. My mother's color skin is dark brown
   b. She has a beautiful smile.

c.   My mother weight is 130 kg

d.   My mother always takes care of her family

6.   She always has a smile on <u>her</u> face (paragraph 2). The underline word refers to...

   a.   Writer's mother

   b.   She

   c.   I

   d.   Writer

7.   She is very lovely, friendly, <u>patient</u>..(paragraph 2). What is the closest meaning of underline word?

   a.   Angry

   b.   Good

   c.   Clever

   d.   Calm

8.   The communicative purpose of the text above is...

   a.   Persuade the reader

   b.   Entertain the reader

   c.   Describe to the reader

   d.   Retell the story

9.   When the family have problem she always be with us to helps <u>us</u> and to give us all her love. The underline word refers to...

   a.   Her Father

   b.   Her family

   c.   Her husband

   d.   Her son

10. What is the kind of the text above . . . .

   a.   Narrative Text

   b.   Descriptive Text

   c.   Procedure Text

   d.   Recount Text

read the text and answer question 11-12

M   Mono is a Junior High School student. He is eighth grade now and he is a clever student. His school is at Jl. Pare. The school has twenty four classroom and one library. It also has a wide school yard.

          Mono and his friends like to play in the school yard. It is fun to play there. Mono's friends are playing in the school yard now.

11. What does the text above tell us about?

     a. Mono's school.

     b. The school yard.

     c. Mono and his friends.

     d. Classroom and library.

12. ". . . . . . he is a <u>clever</u> student".

  the underlined word has the same meaning with. . . . .

     a. Nice

     b. Stupid

     c. Smart

     d. Diligent

13. where do mono and his friends to play?

     a. in the school yard.

     b. in the classroom.

     c. in the canteen.

     d. in the home yard.

14. He is eighth grade now and he is a clever student. From the statement the language feature that it use is. . . . .

     a. Perfect tense

     b. Past tense

     c. Present tense

     d. Future tense

Read the text and answer question 15-17

N   this is a carphone. It belongs to me. The carphone is pocketable. It is very pretty. The colour is silver. The knobs are like the keyboard of the notebook. They are easy to click. The secreen is wide and bright. There are still many other advantages when using this carphone. I like it very much. I always bring it wherever I go. This carphone is from my father as a present of my birthday. I love it very

15. what does the text tell us about?

     a. the writer's notebook.

     b. the writer's keyboard.

     c. the writer's carphone.

     d. the writer's birthday present.

16. who gives the carphone?

     a. mother.

     b. father.

     c.writer.

     d. No one.

17. which statement is right?

     a. this carphone is from the writer's uncle.

     b. the carphone belongs to the writer's father.

     c. wherever the writer goes, he always brings it.

     d. the carphone is unpocketable.

Read the text and answer question 18-20

N   Mr. Aldo is an English teacher. He speaks English fluently. With his students. He always practices English at school everyday. He is a kind and smart teacher.

        Mr. Aldo has two children, one son and one daughter. His son is Ali and his daughter is Nira. They are junior high school students now. They learn English at school. They can speak English a little. They can also read and write English. They are good students. At home their father always teaches them to

     d. Nira is Aldi's sister.

19. "they are very anxious to learn it"

The underlined word has similar meaning to . . . . .

a. Persistent.

b. Stubborn.

c. Reluctant.

d. Concerned.

20. The communicative purpose of the text above is...

a. Persuade the reader

b. Entertain the reader

c. Describe to the reader

d. Retell the story

a. Assesment

Statement	Score
Correct answer	5

Incorrect answer	0

b. Key answer

c. Correct answer score   = 5

    Amount of maximum score 1x100   = 100

    Students' mark $=\dfrac{\text{Total of True Answer}}{\text{Total of Question}} \times 100$

Medan ,

2017

Acknowledged,

The Head of SMP   **English Teacher**

Swasta Muhammadiyah 06 Belawan

Saifullah, S.Pd   **Aswina, S.Pd**

Researcher

Nia Aunina
NPM. 1302050090

LESSON PLAN

(CONTROL GROUP)

Name of School   : SMP Swasta Muhammadiyah 06- Belawan

Subject   : English

Class/semester   : VIII-2

Allocation of Time : 2x40Minute

Learning Topic   : Descriptive Text

Skill   : Reading

J. Standard of competence :

Understand the meaning of simple in short essay in the form descriptive in daily life context and get to popular science.

K. Basic competence :

Respond accurately, fluently and appropriately meaning in short fuctional texts in daily life context and get to popular science.the instruction in daily life to acces knowledge.

L. Indicators

 4. Identifying topic from Descriptive Text.

 5. Identifying information from Descriptive Text.

 6. Answer the question based on the content of reading Descriptive Text.

M. Learning Objectives

 After finishing the lesson, the students are supposed to be able to:

4. To Identifying topic from Descriptive Text

5. To Identifying information from Descriptive Text.

6. To Answer the question based on the content of reading Descriptive Text.

N. Method

Lecturing Method

O. Learning Material

Definitions of Descriptive text

Descriptive text is to describe a particular person, place, or thing.

Generic Structure

Identification

Identifying the phenomenon to be descriptive.

Description Characteristics

Describing the phenomenon in parts, qualities, and characteristics.

Language Features

- Focus on specific characteristic.

- Use of simple present tense.

P. Learning activities:

4. Pre activities

- Teacher greets to all of students.

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- Teacher checks attendnces list of students.

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- Teacher point out of descriptive text.

- The teacher give a text to students and order the student read the text

- they do that say by their teacher.

- asks the students to identify the main content of the information

- The teacher give the students to ask about the lesson which they did not understand yet.

6. Final activities

- The teacher asks the students to do the exercise that will give by the teacher.

- The teacher closed the lesson.

Q. Learning source

- Relevan book

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- Cartoon paper

- Work sheet

R. Assesment

Indicator	Technique	Form
the students are able to comprehend vocabulary in	Written text	Multiple choice

daily life context to acces knowledge		

Instrument

Read the text and answer question 1-10

My Mother

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   c. Description about my mother.
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   a. Identification of my mother.

   b. Description about my grandmother.

   c. Description about my mother.

   d. Identification about your mother.

4. What is the color of writer's mother skin?

   a. White

   b. Black

   c. brown

   d. light brown

5. According to the text, which of the statement are true about writer's mother...

   a. My mother's color skin is dark brown

   b. She has a beautiful smile.

   c. My mother weight is 130 kg

   d. My mother always takes care of her family

6. She always has a smile on her face (paragraph 2). The underline word refers to...

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   b. She

   c. I

   d. Writer

7. She is very lovely, friendly, patient..(paragraph 2). What is the closest meaning of underline word?

   a. Angry

   b. Good

   c. Clever

   d. Calm

8. The communicative purpose of the text above is...

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c. Describe to the reader

d. Retell the story

9. When the family have problem she always be with us to helps <u>us</u> and to give us all her love. The underline word refers to...

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    c. Her husband

    d. Her son

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    b. The school yard.

    c. Mono and his friends.

    d. Classroom and library.

12. ". . . . . . he is a <u>clever</u> student".

  the underlined word has the same meaning with. . . . .

    e. Nice

    f. Stupid

    g. Smart

    h. Diligent

13. where do mono and his friends to play?

      a. in the school yard.

      b. in the classroom.

      c. in the canteen.

      d. in the home yard.

14. He is eighth grade now and he is a clever student. From the statement the language feature that it use is. . . . .

      a. Perfect tense

      b. Past tense

      c. Present tense

      d. Future tense

Read the text and answer question 15-17

N   this is a carphone. It belongs to me. The carphone is pocketable. It is very pretty. The colour is silver. The knobs are like the keyboard of the notebook. They are easy to click. The secreen is wide and bright. There are still many other advantages when using this carphone. I like it very much. I always bring it wherever I go. This carphone is from my father as a present of my birthday. I love it very much.

15. what does the text tell us about?

      a. the writer's notebook.

      b. the writer's keyboard.

      c. the writer's carphone.

      d. the writer's birthday present.

16. who gives the carphone?

      a. mother.

      b. father.

      c.writer.

      d. No one.

17. which statement is right?

a. this carphone is from the writer's uncle.

b. the carphone belongs to the writer's father.

c. wherever the writer goes, he always brings it.

d. the carphone is unpocketable.

Read the text and answer question 18-20

N   Mr. Aldo is an English teacher. He speaks English fluently. With his students. He always practices English at school everyday. He is a kind and smart teacher.

          Mr. Aldo has two children, one son and one daughter. His son is Ali and his daughter is Nira. They are junior high school students now. They learn English at school. They can speak English a little. They can also read and write English. They are good students. At home their

18. which statement is FALSE based on the text?

a. Mr. Aldo is a smart teacher.

b. Mr. Aldo never speaks English.

c. Aldi is a junior high school student.

d. Nira is Aldi's sister.

19. "they are very anxious to learn it"

The underlined word has similar meaning to . . . . .

e. Persistent.

f. Stubborn.

g. Reluctant.

h. Concerned

20. The communicative purpose of the text above is...

a. Persuade the reader

b. Entertain the reader

c. Describe to the reader

d. Retell the story

d. Assesment

Statement	Score
Correct answer	5
Incorrect answer	0

e. Key answer

f. Correct answer score   = 5

   Amount of maximum score 1x100   = 100

   Students' mark   = $\dfrac{\text{Total of True Answer}}{\text{Total of Question}} \times 100$

Medan ,   **2017**

Acknowledged,

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Appendix III

Name :

Class :

Read the text and answer question 1-10

My Mother

Hai friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

Choose the correct answer by crossing (x) letter A, B, C, or D, from the question below!

1. The text mainly describes about...

    a. Beautiful person
    b. My mother
    c. women
    d. mother

2. What is the main idea of paragraph 1?

    a. Identification of my mother.
    b. Description about my grandmother.
    c. Description about my mother.
    d. Identification about my beautiful woman.

3. What is the main idea in paragraph 2?

    a. Identification of my mother.
    b. Description about my grandmother.
    c. Description about my mother.
    d. Identification about your mother.

4. What is the color of writer's mother skin?

    a. White
    b. Black
    c. brown
    d. light brown

5. According to the text, which of the statement are true about writer's mother...

    a. My mother's color skin is dark brown
    b. She has a beautiful smile.
    c. My mother weight is 130 kg
    d. My mother always takes care of her family

6. She always has a smile on <u>her</u> face (paragraph 2). The underline word refers to...

    a. Writer's mother

    b. She

    c. I

    d. Writer

7. She is very lovely, friendly, <u>patient</u>..(paragraph 2). What is the closest meaning of underline word?

    a. Angry

    b. Good

    c. Clever

    d. Calm

8. The communicative purpose of the text above is...

    a. Persuade the reader

    b. Entertain the reader

    c. Describe to the reader

    d. Retell the story

9. When the family have problem she always be with us to helps <u>us</u> and to give us all her love. The underline word refers to...

    a. Her Father

    b. Her family

    c. Her husband

    d. Her son

10. What is the kind of the text above . . . .

    a. Narrative Text

    b. Descriptive Text

    c. Procedure Text

    d. Recount Text

read the text and answer question 11-12

M   Mono is a Junior High School student. He is eighth grade now and he is a clever student. His school is at Jl. Pare. The school has twenty four classroom and one library. It also has a wide school yard.

          Mono and his friends like to play in the school yard. It is fun to play there. Mono's friends are playing in the school yard now.

11. What does the text above tell us about?

    a. Mono's school.

    b. The school yard.

    c. Mono and his friends.

    d. Classroom and library.

12. ". . . . . . he is a clever student".

    the underlined word has the same meaning with. . . . .

        i. Nice
        j. Stupid
        k. Smart
        l. Diligent

13. where do mono and his friends to play?

    a. in the school yard.

    b. in the classroom.

    c. in the canteen.

    d. in the home yard.

14. He is eighth grade now and he is a clever student. From the statement the language feature that it use is. . . . .

    a. Perfect tense

    b. Past tense

    c. Present tense

    d. Future tense

Read the text and answer question 15-17

> N   this is a carphone. It belongs to me. The carphone is pocketable. It is very pretty. The colour is silver. The knobs are like the keyboard of the notebook. They are easy to click. The secreen is wide and bright. There are still many other advantages when using this carphone. I like it very much. I always bring it wherever I go. This carphone is from my father as a present of my birthday. I love it very

15. what does the text tell us about?

    a. the writer's notebook.

    b. the writer's keyboard.

    c. the writer's carphone.

    d. the writer's birthday present.

16. who gives the carphone?

    a. mother.

    b. father.

c.writer.

d. No one.

17. which statement is right?

a. this carphone is from the writer's uncle.

b. the carphone belongs to the writer's father.

c. wherever the writer goes, he always brings it.

d. the carphone is unpocketable.

Read the text and answer question 18-20

> N   Mr. Aldo is an English teacher. He speaks English fluently. With his students. He always practices English at school everyday. He is a kind and smart teacher.
>
>   Mr. Aldo has two children, one son and one daughter. His son is Ali and his daughter is Nira. They are junior high school students now. They learn English at school. They can speak English a little. They can also read and write English. They are good students. At home their father always teaches them to

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c. Aldi is a junior high school student.

d. Nira is Aldi's sister.

19. "they are very anxious to learn it"

The underlined word has similar meaning to . . . . .

   i.   Persistent.
   j.   Stubborn.
   k.   Reluctant.
   l.   Concerned.

20. The communicative purpose of the text above is...

   a.   Persuade the reader
   b.   Entertain the reader
   c.   Describe to the reader
   d.   Retell the story

Answer Key

1. B

2. A

3. C

4. D

5. B

6. A

7. D

8. C

9. B

10. B

11. A

12. C

13. A

14. C

15. C

16. B

17. C

18. B

19. D

20. C