THE IMPACT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON THE STUDENTS' READING COMPREHENSION AT THE X GRADE OF SMAN 6 KEDIRI

SKRIPSI

Presented as a partial Fulfillment of the Requirement to Obtain the Bachelor Degree of Education (S. Pd) of English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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Kediri, 26th of July 2023

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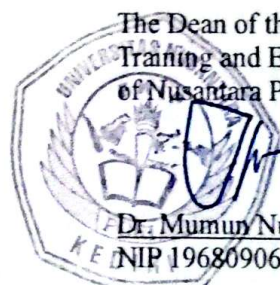
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1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

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MOTTO AND DEDICATION

MOTTO:

"More blessed, less stressed"

DEDICATION:

- Allah SWT who always give strength and blessing during the process of this Skripsi.
- My beloved parents (Mr. Saiful Hadi and Mrs. Eliana Nurhayati), thank you for always supporting me.
- My beloved little twins (Ima and Icha).
- My self for believing me until I reach to this point.
- To students who has student number 2014050007.
- To Gass People (Arisanti, Badrus, Rama, Ratih, Yanuar, Yessy), Auah members (Arik, Badrus, Cynthia, Indra, Merisa, Pramesti), and my beloved besties Rhenovia, Fadhila, Widi, Widya, Vindi, and Riris.

ABSTRACT

Aminah Erita Purnadesia: The Impact of Using Collaborative Strategic Reading (CSR) on the Students' Reading Comprehension at the X Grade of SMAN 6 Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2023.

Reading is one of the language skills that should be mastered by students and have an important role in learning English. It shows that reading is the main key to get the knowledge. The solution, educators are required to design learning strategy as innovation in teaching reading comprehension, one of the strategies that can be applied in teaching reading is Collaborative Strategic Reading (CSR), Collaborative Strategic Reading (CSR) can create an enjoyable teaching and learning reading comprehension. The aims of this research are to know students reading comprehension before and after being taught with Collaborative Strategic Reading (CSR) and to know whether there is any significant effect of using Collaborative Strategic Reading (CSR) to the students SMAN 6 Kota Kediri in academic year 2022/2023.

The researcher used pre-experimental research and quantitative approach with one group pretest and posttest. This research was conducted at SMAN 6 Kota Kediri. The subject of this research is first grade students, the population of this research consists of 423 students and the sample was X-2 class that consists of 36 students. The students were given pretest, treatment, and posttest. The treatment was conducted in once in order to know whether is an significant effect of using Collaborative Strategic Reading (CSR) in teaching reading comprehension, the data result got from students score of pretest and posttest that analyzed using t-test formula. The researcher uses SPSS version 23.

The data result show that t-score is higher than t-table in the level significant of 0,000. The mean score of pretest is 57,77 with the total score 2015 and mean score of posttest is 87,77, with the total score 3160. The result of this research shows that there is any significant effect of using Collaborative Strategic Reading (CSR), it is proven by the different score between pretest and posttest. This strategy helps the students to solve their problem in reading comprehension. The students are able to understand the text easily and enjoy in learning. furthermore, the teacher suggested that in applying the strategy should be prepared in good atmosphere in order to make it success.

Keyword: Reading, Reading Comprehension, Collaborative Strategic Reading (CSR).

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the introduction those are: a) background of the research, b) identification of the research, c) limitation of the research, d) formulation of the research, e) purpose of the research, f) significance of the research, g) definition of key term.

A. Background of the Research

Reading skill is one of the skills that is important in English language learning and it should be mastered by students. According to Tarigan (2008), reading is a process that is carried and used by readers who want to get the massages delivered by the author through the medium of words or written language. Because it contains not only source information but also the language's knowledge. In this situation, students can improve their language skills.

Reading is one of the language skills that should be mastered by students and have an important role in learning English. It shows that reading is the main key to get the knowledge. The process of learning is to gain more knowledge that involves the ability to read. Through reading, reader can gather the information and communicate easily. Nunan (2004: 68) states, reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading, readers combine the information from the text and the information from their existing background knowledge.

Beside reading is a skill that is developed and applied to fine massages that are conveyed through the use of a writer words or written language. Reading is also

required to understand the answer to a specific question or difficulty for which a person is reading. It is necessary for those who consider English to be a second language to be able to read in English. The studying cannot be separated from the comprehension.

Reading comprehension develops the feel of words, sentences, and connected textual content in order to present written information facts. The basic purpose of the reading is to comprehension the text. Syatriana (2011), states that analyzing comprehending information that has been read is an active thinking process that depends not only comprehension skills but also on students' previous information. Reading comprehension is a skill that is essential for everyone's educational achievement. Reading comprehension is an important skill that is required in all area of school. Other than reading, there are variety of subjects from which to choose. In literature, where reading comprehension are crucial science, social studies, and math are all subjects that should be included. In the field of science, research is essential. Reveals that many students may not have the necessary prior knowledge or reading method to succeed. As a result, the students' comprehension of text is poor. It is also found that students lack the specific reading strategies to generate inferences that aid in understanding of texts (Best, Rowe, Ozura, and McNamara, 2005).

Basically, Hanfarentin (2018:4) stated that the problems of students in Reading: 1) students got difficulties in understanding the text. 2) Students did not know how to find main idea, implicit and explicit information, especially in analyzing generic structure, 3) students were bored in English lesson, 4) students were not enthusiastic

in learning English and some of them also had different background knowledge. From that statement, the writer found some problems of student in reading. The classroom was also quite crowded and boisterous during the learning process, making the scenario ineffective. The students were sometimes bored in English class, were passive in class, and several of them were tired. Student did not respond spontaneously when the teacher asked them a question. It indicates that they did nit grasp the information completely. Therefore, writer find variety of strategy that suitable for this research, one of them is Collaborative Strategic Reading (CSR).

There were some strategies to teach English in Senior High School. The researcher chooses one of strategy in Collaborative Strategic Reading (CSR) in Recount Text because recount text is a part of recent target in teaching.

One strategy for teaching in senior high school is a Collaborative Strategic Reading (CSR). Teaching learning process should be varied to make students feel fun during learning. Thus, the researcher will use Collaborative Strategic Reading (CSR) in reading comprehension. As we know CSR is a collaborative strategy that use comprehension strategies while working cooperatively. In this learning strategy, students will study by small group.

Collaborative Strategic Reading (CSR) was developed by Janette K, Klinger and Sharon Vaughn in 1996 and 1998. Collaborative Strategic Reading (CSR) is a reading comprehension strategy that combines to instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and (2) cooperative learning or students pairing (Johnson & Jonhson, 1987). In reciprocal teaching, teacher and students take turns leading a dialogue concerning key feature of the text

through summarizing, questioning, clarifying, predicting, and in cooperative learning, the students brainstorming, predict, clarify words and phrases, highlight the main idea, summarize the main idea(s) and important detail and ask and answer questions.

Based on the explanation, the researcher tried to conduct the research entitled **"The Impact of Using Collaborative Strategic Reading (CSR) on the Students' Reading Comprehension at the X Grade of SMAN 6 Kediri".**

B. Identification of the Problem

Based on the research background above, the following problems were identified:

1. Students feel bored because learning to write used by English teachers at SMAN 6 KEDIRI still uses traditional methods such as speech methods (teacher center), students tend not to listen and talk alone.

2. Collaborative Strategic Reading (CSR) has not been applied in learning English reading comprehension at SMAN 6 Kediri.

Finally, there is student boredom with certain teaching method and student boredom with the material taught by the teacher.

C. Limitation of the Research

In this research, the researcher focused on learning reading comprehension using Collaborative Strategic Reading (CSR) techniques at the first-grade students' of SMAN 6 Kota Kediri.

D. Formulation of the Research

The research questions are formulated in the following bellows:

1. How is the students' reading comprehension before being taught with Collaborative Strategic Reading (CSR)?

2. How is the students' reading comprehension after being taught with Collaborative Strategic Reading (CSR)?

3. Is there any impact of using Collaborative Strategic Reading (CSR) to the students' reading comprehension?

E. Purpose of the Research

Based on the formulation of the problems above, objectives of the research, as follows:

1. To know the students' reading comprehension before being taught with Collaborative Strategic Reading (CSR).

2. To know the students' reading comprehension after being taught with Collaborative Strategic Reading (CSR).

3. To find out wether there is any impact of using Collaborative Strategic Reading (CSR) in learning reading comprehension or not.

F. Significance of the Research

Researcher hope that this research can contribute to teaching and learning English. It has two significances of the main theory and practical significance:

1. Theoretical significance

The writer will know the impact of reading comprehension using Collaborative Strategic Reading (CSR) is solution for students reading comprehension.

2. Practical Significance

The result of this research are expected to be useful for teachers, students, and the other researcher.

a. For Teachers

The results of this study are expected to being input for English teachers developing their professionalism to teach reading comprehension using Collaborative Strategic Reading (CSR).

b. For Students

The results of this study can be used as a reference to improve students' reading comprehension using Collaborative Strategic Reading (CSR).

c. For the other Researcher

To provide additional information for the researchers who want to conduct further research on related fields and motivate other researchers to use the media to increase students' interest in learning reading comprehension.

G. Definition of Key Terms

1. Reading

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text (Muslaini 2017).

2. Reading Comprehension

    Lenz (2005:1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text.

3. Collaborative Strategic Reading (CSR)

    According to Klingner, Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. It means that CSR is one of the strategies that working as a small group to make the activity in teaching and learning reading more enjoyable.

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