AN UNDERGRADUATE THESIS

IMPROVING READING COMPREHENSION ABILITY BY USING COLLABORATIVE STRATEGIC READING (CSR) AMONG THE ELEVENTH GRADERS OF THE MA MUHAMMADIYAH METRO IN ACADEMIC YEARS 2016/2017

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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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ABSTRACT

By:

ROSIYANA BARWANTI

Reading is concerned mainly in understanding fully for the readers in creating the meanings intended by the writer. Through reading the readers created the environtment that shapes their minds and theirselves. Collaborative Strategic Reading (CSR) is the component of strategy approach that teaches the students to learn English as a foreign language in reading comprehension ability by using Collaborative Strategy in single learning group.

The researcher had outlined the problem in this research focused in reading comprehension ability. The primary goal of this research was to know the students` reading comprehension ability by using Collaborative Strategic Reading (CSR) in the eleventh graders of the MA Muhammadiyah in academic year 2016/2017 that consisted of 22 students. This research was classroom action research consisted of 4 steps namely, planning, acting, observing, and reflecting. Test, observation, and documentation were used as the data collecting methods.

Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension score. Then, the researcher did the treatment for the students. In addition, the change of the students` reading comprehension score could be known through post-test that had been given in every cycle. The test consisted 10 items of multiple choice form. The result of the research illustrated the average of the students score in pre-test was 55.45 , post-test 1 was 64.09 and post-test 2 was 80.00

In summing up it may be stated that through Collaborative Strategic Reading (CSR) the reading comprehension ability among the eleventh graders of the MA Muhammadiyah Metro in academic year 2016/2017 was improved.

MENINGKATKAN KEMAMPUAN MEMBACA PEMAHAMAN
MELALUI COLLABORATIVE STRATEGIC READING (CSR)
PADA SISWA KELAS XI MA MUHAMMADIYAH METRO
TAHUN AKADEMIK 2016/2017

ABSTRAK

Oleh:

ROSIYANA BARWANTI

Membaca merupakan aktifitas memahami isi teks yang ingin disampaikan penulis melalui tulisannya. Melalui membaca, akan menambah wawasan seseorang. Collaborative Strategic Reading (CSR) merupakan komponen pendekatan strategy yang dapat digunakan untuk pembelajaran Bahasa Inggris sebagai bahasa asing dalam membaca pemahaman dengan menggunakan strategi colaborative dalam suatu kelompok belajar.

Permasalahan yang diangkat oleh penulis dalam penilitian ini berkaitan dengan kemampuan reading comprehension. Tujuan utama dari penelitian ini adalah untuk mengetahui penggunaan Collaborative Strategic Reading (CSR) dalam meningkatkan kemampuan reading comprehension pada siswa kelas XI MA Muhammadiyah Metro tahun akademik 2016/2017 yang terdiri dari 22 siswa. Dalam penelitian ini, penulis menggunakan penelitian tindakan kelas (PTK) sebagai metodologi penilitian yang terdiri dari perencanaan, tindakan, pengamatan dan pencerminan. Tes, observasi, interview, dokumentasi, dan catatan digunakan sebagai metode pengumpulan data.

Tahapan-tahapan dalam proses penelitian adalah sebagai berikut. Dalam tahap awal, peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan reading comprehension. Kemudian, peneliti memberikan tindakan atau perlakuan kepada siswa dalam setiap siklusnya sebagai bentuk tindak lanjut hasil pre-test yang telah dilakukan. Selanjutnya, perubahan nilai dari masing-masing siswa akan dapat diketahui melalui hasil post-test yang telah dilakukan dalam setiap siklusnya. Test ini terdiri dari 10 soal berbentuk pilihan ganda. Kemudian, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 55,45 , post-test 1 adalah 64,09 dan post test 2 adalah 80,00

Kesimpulannya, dengan menggunakan Collaborative Strategic Reading (CSR), kemampuan reading comprehension siswa kelas XI MA Muhammadiyah Metro mengalami peningkatan.

APPROVAL PAGE

Title : IMPROVING READING COMPREHENSION ABILITY BY USING COLLABORATIVE STRATEGIC READING (CSR) AMONG THE ELEVENTH GRADERS OF THE MA MUHAMMADIYAH METRO IN THE ACADEMIC YEAR 2016/2017

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Tobe examined in munaqosyah in Tarbiyah Faculty of State Islamic Institute (IAIN) of Metro.

Metro, February 2017

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NOTA DINAS

Number   :
Appendix :
Matter   : **In order to Hold to Munaqosyah**
             of Rosiyana Barwanti

To :
The Honorable of Tarbiyah
Faculty of State Islamic Institute (IAIN)
of Metro

Assalamu'alaikum, Wr. Wb
We have given guidance and enough improvement to research which is written by:
Name   : ROSIYANA BARWANTI
Student Number : 1293377
Title   : IMPROVING READING COMPREHENSION ABILITY BY

USING COLLABORATIVE STRATEGIC READING (CSR)

AMONG THE ELEVENTH GRADERS OF THE MA

MUHAMMADIYAH METRO IN THE ACADEMIC YEAR

2016/2017

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.
Wassalamu'alaikum Wr. Wb

Metro,   February 2017
Sponsor   Co-Sponsor

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RATIFICATION PAGE
No.

An Undergraduate thesis entitled: THE INFLUENCE OF SUBSTITUTION DRILL TECHNIQUE ON THE STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 3 BATANGHARI EAST LAMPUNG, written by MUSRI'AH KHASANAH student number 1292667, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on thursday, March 2nd, 2017.

BOARD OF EXAMINERS:

Chairperson   : Dr. Mahrus As'Ad, M.Ag   (…………………………..)

Examiner 1   : Drs. Kuryani Utih, M.Pd   (…………………………..)

Examiner II   : Trisna Dinillah Harya, M.Pd   (…………………………..)

Secretary   : Ahmad Madkur, M.Pd   (…………………………..)

Rector IAIN Metro,

Prof. Dr. Hj. Enizar, M. Ag
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MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ ۖ

وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

...And (remember) when your Lord proclaimed, if you are grateful, i will surely increase you (in favor); but if you deny, indeed, My punishment is severe...

(QS. Ibrahim : 7)

CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension is the ability that students have to master. By reading, students will be easy to get information, idea, and knowledge from the text. There are many different purposes from reading. Sometimes we read a text to learn material, sometimes we read for pure pleasure, and sometimes we need to follow a set of directions. As a student, much of reading will be to learn assigned material.

Many problems that faced by reader when they want to achieve a purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation and reading interest. Maximal reading cannot be achieved, if there is still any bad habit when they are reading. One of the readers' bad habits is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text.

The students find difficulties to improve their reading comprehension ability because they seldom read at school. Furthermore, the material for reading is not interesting for them. Therefore, to gain the goal of reading comprehension is not only done by students but also by teacher, because it is difficult for students to master the skill without the teacher's help, and this is the reason why teacher has to provide the proper strategy, method and technique in teaching English especially in reading subject.

In senior high school, reading is the main activities. Most of the English material at senior high school is about discourse or text. The student should learn reading effectively in order they can be find the information based on the text. But, the students feel bored and lazy when they must read the text, even less answer the questions about the text. They find difficulties in answering the question based on to the text because they do not know how to get information of the text easily and they need much time for understanding the text. Moreover, the students have low motivation in reading comprehension and teaching technique that is used by the teacher to the students is unattractive and monotonous. So the students or the teacher need something to solve those problems.

Based on the result of interview with English teacher at the eleventh grade of MA Muhammadiyah Metro, he said that the level of students' reading comprehension ability is low, because the teacher has not used the appropriate technique in teaching learning process, especially in teaching reading. This statement is supported by the result of pre-survey at the eleventh grade of the MA Muhammadiyah Metro, only 40 % the students who passed for the material of reading and 60 % the students failed with the highest grade 85 and the lowest grade 30 with the minimum mastery criteria (KKM) for English is 75, the data can be known as follow:

Table 1.

The pre-survey data of Students' Reading result at the Eleventh Grade of MA
Muhammadiyah Metro in Academic Year 2016/2017

No	Grade	Category	Frequency	Percentages
1	< 75	Fail	14	63.64 %
2	≥ 75	Good	8	36.36 %
		Total	22	100 %

Source: Students' reading result of reading test, taken on January 25th, 2016.

There are many factors behind the problem, some of them are: The students have less of vocabulary, and difficulties in answering the question based on the text. They have low ability in comprehending the meaning of the text. It means that they are not able to get the main idea from the text and they need much time for understanding the text. Furthermore, they are not active during teaching-learning process in the class.

The teachers' technique in teaching reading is the important factor that may affect the students' ability in reading comprehension. There are some kinds of methods and techniques which can be applied by teachers to improve their students' ability in reading comprehension. In relation to the situation above, the teachers are hoped to be more creative in choosing the methods and technique so that the learning goal will be achieved.

One of the teaching learning techniques that can be used by teacher in teaching reading is Collaborative Strategic Reading (CSR). Collaborative Strategic Reading will make the students are able to learn actively with their cooperative learning groups in a class. Reading is acquired more easy to understand what they read if the students work or learn in small group. By

using cooperative learning, the students can be able to improve their critical thinking, creative and social developing. Janette K. Klinger and Sharon Vaughn write that the goals of Collaborative Strategic Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.[1]

Based on the reasons above, the researcher conducted classroom action research with Collaborative Strategic Reading (CSR) to improve the Students' Reading Comprehension Ability. The researcher choose the topic because the students will not only interest in reading lesson, but also they can increase their vocabularies and of course they can improve their reading comprehension.

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students have lack of vocabulary.

2. The students are not able to get main idea of the text.

3. The students have difficulties in answering the question based on the text.

4. The students have low motivation in reading comprehension.

5. The teacher do not use the effective technique in reading lesson yet.

6. The student's reading comprehension ability is low.

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[1] Janette K. Klingner and Sharon Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p.142

C. Problem Limitation

Based on the identification above, the researcher limits the problem of how to improve the reading comprehension ability among the eleventh grade of MA Muhammadiyah Metro.

D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates of the problem in this research as follows: "Can the Collaborative Strategic Reading (CSR) improve the Students' Reading Comprehension Ability?"

E. Objectives of the Study

The objective of this research is to show that Collaborative Strategic Reading (CSR) can improve the reading comprehension ability among the eleventh grade of MA Muhammadiyah Metro.

F. Benefits of the Study

1. For the Students

    By using Collaborative Strategic Reading, it is hoped that the students will interested and more motivated in learning English. So that their reading comprehension ability will be develop.

2. For other Researcher

This research is expected as a contribution for other researcher to conduct further studies.

3. For the Headmaster

It is hopefully being a positive contribution to the teaching of English in Indonesia and teaching of English reading in second grade of MA Muhammadiyah Metro especially.

CHAPTER II

THEORETICAL REVIEW

A. Reading Comprehension Ability

1. The Concept of Reading Comprehension Ability

The phrase of Reading Comprension Ability is formed from three words : reading, compehension, and ability. The head of the phrase is ability. Hornby defines that "ability as (1) capacity or power (to do) something physical or mental; (2) cleverness; intelligence; (3) special natural power to do something well; talent.[1] From the explanation above, it can be concluded that ability is someone's competence as a result of learning.

There are so many experts that have different definitions for reading, but here the writer will take several definitions according to the experts as follows: Andrew P. Johnson defines "reading is the practice of using text to create meaning". The both of key word here are creating and meaning. If there is no meaning being created, there is no reading taking place.[2]

Furthermore, Thomas S.C Farrell states that "reading is the process of constructing meaning through the dynamic interaction among

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[1] A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.2

[2] Andrew P. Johnson, *Teaching Reading and Writing,* (USA: Rowman and Littlefield Education, 2008), p.3

the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation".[3]

Moreover, Jane states that "reading is the active thinking process of understanding an author's ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and use them".[4] It means that reading is an activity that used to understand something by written or printed word, and the way to know more about something and to get information from organizing the ideas of the passage.

From the quotations above, it can be inferred that reading is not only getting meaning from word to word to understand what we have been read, but also reading is a process of thinking. In comprehending the content of the text, the reader not only uses eyes, but also mind concentration to catch the writer's idea.

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Comprehension is an exercise that trains students to understand language.[5] There are many experts that have different definition of reading comprehension. Douglas Brown states that "reading comprehension is primarily a matter of developing appropriate, efficient

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[3] Thomas S.C. Farrell, "A Strategic Approach to teaching Reading", on *REACT,* (Singapore: National Institute), Vol 21/December 2002, p. 137.

[4] McGrath Jane L, *Building Strategies for College Reading*, (New Jersey: Prentice Hall, 1998), p.1

[5] A. S Hornby, *Op.Cit,* p.263

comprehension strategies".[6] It means that reading comprehension purpose is to efficiency of reading.

According to Lems, Leah and Tenena "reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive".[7]

Furthermore, Janette Klingner states that a reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[8] It means that reading comprehension is the students' ability in understanding the message from the written materials they read, in other words, the students are not only hoped to know the word but also its meaning.

From these definitions, it can be inferred that reading comprehension ability is one's ability to understand written or printed

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[6] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition,* (San Francisco: San Francisco State University, 2000), p.306

[7] Kristen Lems, Leah D. Miller, Tenena M. Soro, *Teaching Reading to English Language Learners,* (New York: The Guilford Press, 2010), p.170

[8] Janette K. Klingner, *Op.Cit*, p.8

symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

2. **The Factors Influencing Reading Comprehension Ability**

Martha Dallman points out the factors influencing the reading comprehension as follows:

1) External factors:

a) Difficulty of material: difficult material that is beyond the student's level is one of the major causes of lack of comprehension.

b) Intelligence: a student's ability to comprehend in reading is sometimes limited by his mental ability enabling him to carry. The intelligence of the reader will influence the capacity of the reader in comprehending passage.

c) Environment: the extent of the environment affects comprehension varies with individuals.

d) Teacher's method: methods of teaching that concentrate on the recognition of individual words without neglecting attention to meaning assist the students' quality in comprehending the text.

2) Internal Factors:

a) Motivation is one of the important factors of learners in reading comprehension.

b) Self-esteem has important role in developing reading comprehension. It is a human being personality that is active, highly confident.

c) Self-actualization, is one of the basic physical needs, students have a feeling to create and improve their ability in reading to be best.[9]

3. The Indicators of Reading Comprehension

1) Students are able to find out the facts and details of the texts

2) Students are able to find out the rote learning and memorization the meaning of the texts.

3) Students must surface understanding only in texts reading comprehension.[10]

B. Collaborative Strategic Reading (CSR)

1. The Concept of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a set of instructional strategies which is designed to improve the reading comprehension of students with diverse abilities.[11] Meanwhile, according to Masoud Zoghi collaborative strategic reading is an effective teaching tool that has the potential to enhance reading comprehension of (a) students with learning disabilities, (b) low and average-achieving students, and (c) English language learners.[12]

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[9] Martha Dallman., et al, *The Teaching of Reading* 6th edition, (New York: Holt, Rinehart and Winston, 1982), p.165.

[10] http://academic.cuesta.edu. (January, 30 2017)

[11] John Hitchcock et al, *The Impact of Collaborative Strategic Reading on the Reading Comprehension of Grade 5 Students in Linguistically Diverse School*, (Washington DC: U.S Department of Education, 2011). p.1

[12] Masoud Zoghi et al, "Collaborative Strategic Reading with University EFL Learners", on *Journal of College Reading and Learning*, (Malaysia: University of Malaysia), Vol 41/2010, p.71

Furthermore, Christine makes clear that Collaborative Strategic Reading (CSR) is a reading comprehension practice that merges two instructional elements: modified reciprocal teaching and cooperative learning or students pairing.[13] Hence, CSR is created to enhance students' comprehension strategies. In this regard, students work in collaborative groups with defined roles to engage in reading.[14] In addition, Vaughn and Meaghane maintain that CSR is an example of a multi component intervention that integrates several reading comprehension strategies so that the students are able to organize how they read and understand a text without juggling multiple strategies.[15]

Refer to the theoretical above; it is clear that Collaborative Strategic Reading (CSR) is a strategy that merges between reciprocal teaching and cooperative learning to improve the students' learning disabilities in reading comprehension with applying four strategies: preview, click and clunk, get the gist, and wrap-up.

2. The Strategies of CSR

The strategies of CSR as follows:

1) Preview: The purposes of previewing are to help the students to identify what the text is about, tap into their prior knowledge about the topic,

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[13] Christine D. Bremer et al, "Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills", on *Research to Practice Brief,* (Washington DC: University of Minnesota), Vol 1/July 2002, p.2

[14] Zohreh Ziyaeemehr, "The Efficacy of Collaborative Strategic Reading on the Reading Comprehension of ESP Learners", on *Higher Education of Social Science*, (Canada: Development Center of Sciences and Cultures), Vol 2/January 2012, p.39

[15] Sharon Vaughn and Meaghane Dmonds, "Reading Comprehension for Older Readers", on *Intervention in School and Clinic*, (Texas: University of Texas), Vol 41/January 2006, p.132

and to generate interest in the topic. The teacher helps the students with previewing by reminding them to use all of the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage.

2) *Click and Clunk:* During reading, students utilize the process of click and clunk to observe their comprehension of the text. When students understand the information, it "clicks"; when it does not make sense, it "clunks". Students collaborate with their group members to identify difficult words and to apply fix-up strategies to solve their problems. The clunk expert facilitates their process, using clunk cards. A different strategy for figuring out a clunk word, concept, or idea is printed on each card:

   a. Reread the sentence without the word. Think about what would make sense.

   b. Reread the sentence with the clunk and the sentence before or after the clunk, looking for clues.

   c. Look for a prefix or suffix in the word.

   d. Break the word apart and look for smaller words you know. Students record their clunks in their learning logs to share with their teacher and peers.

3) *Get the Gist:* Get the gist means that the students are able to catch the main idea of a paragraph or to summarize the paragraph in their own

word, as succinctly as possible. In this way students learn how to synthesize information, to adopt a larger piece of text and to refine it into a key concept or idea. Students are trained to identify the most important *who* or *what* in the paragraph, and then to find out the most important information while reading, it is about *who* or *what,* and to establish details.

4) *Wrap-up:* Students learn to summarize what have been read by generating question and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, comprehending, and memory of what they have read. Students generate question about important information in the passage. They learn to use question starters to start in their question: *who, what, when, where, why how* ("WH question").[16]

3. The Roles of the Teacher in CSR

Once the teacher has taught the strategies and procedures to students and they have begun working in their cooperative learning groups, teacher role is to circulate among the groups and provide ongoing assistance. Teacher can help by actively listening to students' conversations and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. Teachers should expect that students will need some assistance learning to work in cooperative groups, implementing the

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[16] *Ibid*, p.145

strategies, and mastering the content in textbooks. The focus of students'

work should be on learning the material and helping their classmates learn

it as well, not merely going through the steps of a given strategy.[17]

4. **The Roles of the Students in CSR**

Students' roles are an important aspect of CSR because

cooperative learning seems to work best when all group members have

been assigned a meaningful task. Role should rotate on a regular basis so

that students can experience a variety of roles and so that everyone takes a

turn being the leader. Students can perform more than one role at a time,

if necessary. Possible roles include the following:

a. Leader

This student leads the group in the implementation of CSR by saying

what to read next and what strategy to apply next. The leader asks the

teacher for assistance, if necessary.

b. Clunk Expert

This student uses clunk cards to remind the group of the steps to follow

when trying to figure out and difficult word or concept.

c. Announcer

This student calls on different group members to read or share an idea.

They make sure everyone participates and only one person talks at a

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[17] Janette K. klingner, *Op.Cit,* p.147

time. This student watches the group and gives feedback. They look for behaviors to praise.

    d. Encourager

The student encourages all group members to participate in the discussion and assist one another. They evaluate how well the group has worked together and give suggestions for improvement.

    e. Reporter

During the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generate.

    f. Time Keeper

This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).[18]

It means that with CSR students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates. With CSR everyone has a chance to try out all of the roles.

5. The Procedure of CSR

1) Pre Reading Activity

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[18] *Ibid*

The teacher divides the students into 4 groups and each group consists of 5 students. Afterwards, the teacher gives the material of narrative text and chooses the topic which will be discussed. Then, the students are able to start applying it in reading. The teacher leads to help the students to identifying what text is about. The teacher helps the students with previewing by reminding them to use all of the visual clues in the text, such as pictures, charts, or graphs, and then the teacher asks them to answer the question together.

2) While Reading Activity

a) The teacher asks the student to read the text silently.

b) The teacher teaches the students about general classification and description of text.

c) The teacher asks the students to discuss about the process of click and clunk to monitor their comprehension of the text. When students understand the information, it "clicks"; when it does not make sense, it "clunks", with their group. Then, after they comprehend each paragraph, they identify the most important idea of each paragraph.

d) As the students finished reading, the teacher asks to each group to summarize what has been read, they generate questions about the text with WH question. Here, the students are taught to identify the important information of the entire text and the characteristics of the person place, or thing in the passage. Then, they identify the key parts of the text which they read.

3) Post Reading Activity

The teacher gives some tests of reading text to the students based on the text they have read. Then, the teacher asks them to discuss the result together. The goals are to improve students' knowledge, understanding, and memory of what they have read. Students generate question about important information in the passage.

6. Advantages and Disadvantages of CSR

1) Advantages

Here are the advantages of Collaborative Strategic Reading (CSR) as follows:

a) Responsibility and Respect

Students who collaborate in a group, they must be responsible to their groups, but not to teacher. When working in a group, students also learn to be more respectful and calm with others as they work through a problem together.[19]

b) Improving Social Skill

Collaborative Strategic Reading (CSR) is putting students into group situation which cause them shy in interacting with people. They may not have interacted with otherwise. This is not only helping them to develop critical social interaction skills but also may involve them a few new friends in the process.[20]

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[19] http://www.ehow.com/advantages-disadvantages-collaborative-classroom.html
[20] *Ibid*

2) Disadvantages

The disadvantage of Collaborative Strategic Reading (CSR) is a group control. Its means that as the students are working in groups, the teacher should carefully monitor them to ensure everyone's opinion is being considered, because each student has different capability. In a group work is intended to be collaborative and democratic.[21]

C. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis as follow:

Using Collaborative Strategic Reading (CSR) can improve reading comprehension ability among the students of MA Muhammadiyyah Metro.

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[21] *Ibid*

CHAPTER III
RESEARCH METHOD

A. Setting of the Study

The research will be done in the MA Muhammadiyah Metro. MA Muhammadiyah Metro located at Jl. KH. Ahmad Dahlan No.1, Imopuro, Metro. The school was established on July 1982. Since 1982 until now, MA Muhammadiyah Metro was led by eleven headmasters. The first headmaster was Mr. Amir Hamzah, B.A and now led by Mr. Ahmad Kholil, S.H.I. Furthermore, there are 22 teachers at MA Muhammadiyah Metro.

B. Object of the Study

The object of classroom action research is Reading Comprehension ability, and the subject of classroom action research is the students on grade XI of MA Muhammadiyah Metro. The researcher chooses the class because in this class there are some students who have low ability in reading comprehension.

Table 2.
Data of Students on Grade XI at MA Muhammadiyah Metro

No.	Class	Sex		Total
		Male	Female	
1	XI	10	12	22

Source: the documentation of MA Muhammadiyah Metro

C. Action Plan

This research is classroom action research. Jean McNiff states that action research is a name given to particular way of researching your own learning.[1] It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Suharsimi Arikunto explains that classroom action research is the inquiry about teaching and learning by action in the class.[2] It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

Meanwhile, Fraenkel and Wallen define that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.[3] It means that action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something. From the explanation above, it can be inferred that classroom action research is a cycle process for improving professional action which involves plan, implementation, observation, and reflection.

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[1] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice* 2nd Edition, (New York: Routledge Falmer, 2002), p.15

[2] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2007), p.3

[3] Jack R. Fraenkel and Norman E. Wallen, *how to Design and Evaluate Research in Education,* (New York: Beth Mejia, 2009), p.589

Here is step of classroom action research design:

Planning

Reflecting	**Cycle I**	Acting

Observing

Planning

Reflecting	**Cycle II**	Acting

Observing
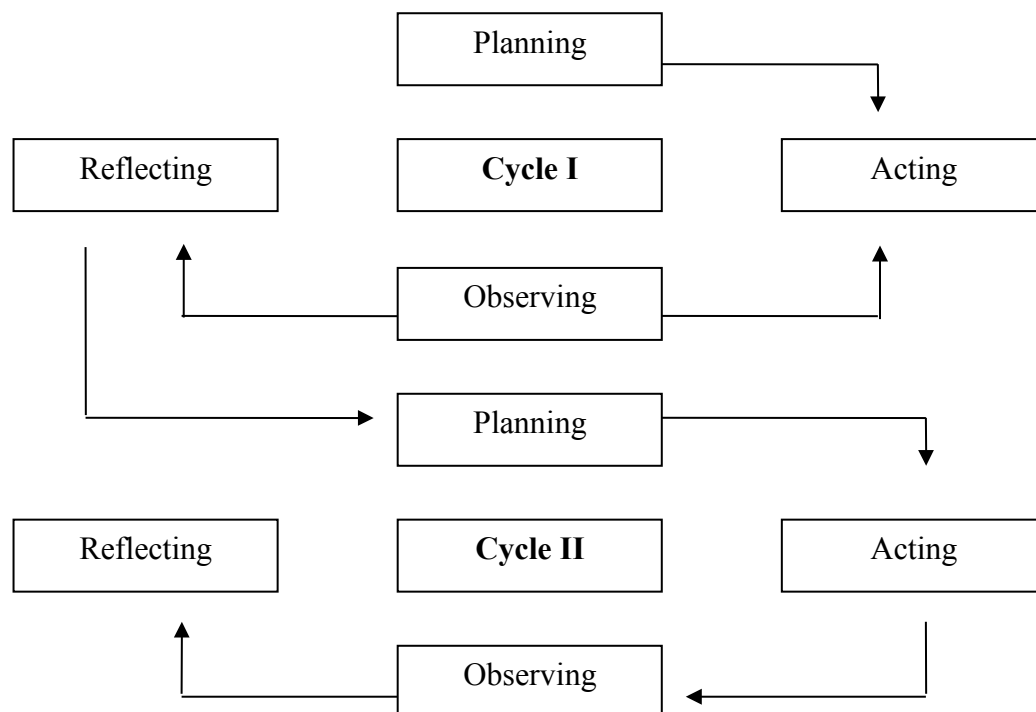
Figure 1. Spiral Classroom Action Research.[4]

Classroom Action research (CAR) Cycles are:

1. Cycle I

    a) Planning

        Planning is the first step in every activity, researcher explains about what, why, when, where, who and how the action is done.[5] Without planning, the researcher's activity will not focus. The planning will be reference in doing action. There are some steps that the researcher does in planning:

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[4] Suharsimi Arikunto, *Op.Cit*, p. 16
[5] *Ibid*, p. 17

1) The researcher identifies the problem causes and finds the problem solving

2) The researcher makes a lesson plan

3) The researcher prepares the material, approach, method and technique of teaching

4) The researcher prepares the source of learning

5) The researcher prepares format the observation

6) The researcher prepares the instrument of evaluation.

b) Acting

Acting is the second step in activity. It is the realization from the planning the researcher has made.[6] Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the tenth grade of MA Muhammadiyah Metro. It describes about teaching procedures of the research. There are some steps that the researcher does in action:

1) The teacher applies the lesson plan

2) The teacher explains the advantages of using CSR in teaching reading

3) The teacher explains the strategies of learning reading

4) The teacher asks the students to discus with their group about the lesson or materials

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[6] *Ibid*, p. 18

5) The teacher guides the students in teaching learning process based on the lesson plan

c) Observing

Observing is the activity of recording the event and action.[7] Based on the observation, the researcher can determine whether there is anything that the researcher has to be enhance soon in order that the action can achieve the aim of researcher wants. The observation is done in teaching learning process. In this step, the researcher observes the process of teaching learning by using form of observation.

d) Reflecting

This step is reflection and evaluation to acting is done.[8] The reflecting is the fourth steps that researcher was done. The researcher tried to see and amuse again something that researcher has done. It was also knowing whether there was effect to the students' learning process. By reflection, the researcher analyzed and discussed the result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decided that the next cycle focused on the weakness in preview cycle.

2. Cycle II

[7] *Ibid*, p. 19
[8] *Ibid*, p. 19

a) Planning

    1) The researcher identifies the problem and found the problem from the first cycle

    2) The researcher prepares a lesson plan

    3) The researcher prepares the material, method and strategy of teaching

    4) The researcher prepares the source of learning

    5) The researcher prepares format the observation

    6) The researcher prepares the instrument of evaluation.

b) Acting

This stage designed on the basis of result of planning cycle II.

c) Observing

    In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

d) Reflecting

    In this step, the researcher compares the score of pre-test and post-test. The researcher reviews and reflects on students' activity whether it is positive or negative, the second cycle is enough or need for the next step.

D. Data Collection Technique

To collect the data, the researcher uses the data collection technique as follows:

1. Tests

    Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.[9] The material in pre-test and post-test are different but have same difficulties. The test consists of pre-test and post-test. The type of the test is comprehension text.

    ▪ Pre-test

    The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

    ▪ Post-test

    The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the influence of the CSR whether it is able to improve the student's reading comprehension ability.

2. Observation

    Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires

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[9] *Ibid*, p. 90

goals.[10] In this research used observation sheet. Observation sheet observed the students activates. The purpose of the observation is to explain the situation being investigated; activities, people, or individuals are involved in data collecting strategy in which the activities of subjects are visually examined.[11]

3. Documentation

Documentation is data collection technique by investigating object written such as book, magazine, document, note and others.[12] The researcher used this technique to get the data about the history of the school, total of teachers, official employed and students at MA Muhammadiyah Metro.

E. Data Analysis

Data analysis will be conducted by taking the average score of the pre-test, and post-test. To know the students' achievement after the actions are conducted and given test at the early and the last cycle.

The formula:

$$\overline{X} = \frac{\sum X}{N}$$

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

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[10] Edi Kusnadi, *MetodePenelitian,* (Metro: STAIN Metro, 2008), p.98

[11] SuharsimiArikunto, *Op.Cit,* p.127

[12] *Ibid,* p.102

N   = Number of students[13]

Then, researcher will calculate the percentage of the student's activities during teaching learning process in each cycle. The formula of calculating the percentage is as follow:

$$P = \frac{\sum X}{N} \, x \, 100\%$$

P   = percent

N   = total of students

X   = average

$\sum X$ = total of score

Furthermore, to know the result the researcher will compare between pre-test and post-test. Then, the result is matched by minimum standard (KKM) at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continuing to other cycle.

F. Indicator of Success

The research can be success if 70% of the students understand about the types of paragraph, are able to catch the main idea of the paragraph, and the summary of the text they have been read. The minimum mastery criteria

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[13] Sudjana, *Metoda Statistika*, (Bandung: Tursidja, 2001), p.67

(MMC) of the class is 75. So, if 70% of the students in that class get at least 75 in the post test, it means that CSR can improve students reading comprehension ability.

CHAPTER IV

RESULT OF THE RESEARCH AND DICUSSION

A. Result of The Research

1. Description of the Research Location

a. The Brief History of MA Muhammadiyah Metro

Madrasah Aliyah Muhammadiyah Metro located at Jl. KH. Ahmad Dahlan No.1, Imopuro, Metro. This school established on July 1982. Since MA Muhammadiyah Metro was established, this school has been led by the following principals:

1) Amir Hamzah, B.A — 1982-1985
2) Supoyo — 1985-1987
3) Hi. Muhtar, A.M — 1987-1991
4) Adli Saidi — 1992-1993
5) Soleh — 1993-1999
6) Drs. Junaidi Songidan — 1999-2000
7) Drs. Sahriza — 2000-2005
8) Surahyo, S.Ag. — 2005-2007
9) Hi. Sugeng Siswoyo, M.M.Pd — 2008-2012
10) Ahmad Fahrudin, S.Pd. — 2011 (July-November)
11) Mustoto, S.Ag. — 2011-2015
12) Ahmad Kholil, S.H.I — 2016-Now

b. Vision, Mission and Goal

The MA Muhammadiyah Metro has vision, mission and goal, among others:

a) Vision: Having quality in the field of religion, science and technology.

b) Mission:

1) Increasing self-discipline to all of people in the school.

2) Increasing the quality of education in accordance with the demands of society by progress of Science and Technology.

3) Prepare students who are able to internalize the values of islam in public life.

4) Helping to develop the students' potential in the field of sport, art and motivating to participate in various competitions.

c) Goal:

The goal of MA Muhammadiyah Metro are to improve the intelligence of students, increase students' knowledge, forming a noble personality, and provide the skills to live independently and prepare for further education.

c. The List of Teachers and Staff

The total of teachers and staff in MA Muhammadiyah Metro are 23 that can be identified as follows:

Table 3
The List of Teachers and Staff at
MA Muhammadiyah Metro

No	Name	NBM	Bidang Study
1.	Ahmad Kholil, S.H.I	1045 612	Alqur'an Hadits Teacher
2.	Abu Hamid Al Gazali, S.Pd.I	1079 852	Arabic Teacher
3.	Hendri Suryadi, S.Pd.I	1079 828	KMD and Theology Teacher
4.	Surahyo, S.Ag	599 371	KMD Teacher
5.	Si Winarto	534 824	KMD Teacher
6.	Muhlan. B.A	494 031	Fiqih Teacher
7.	Sutianingsih, S.Pd	1079 829	Geography Teacher
8.	Sukardi, S.Sos.I	597 087	History of Islam Teacher
9.	Murniyanto, M.Pd		Indonesian Language Teacher
10.	Sangidun Hamid, S.Sos.I	988 952	Aqidah Akhlak Teacher
11.	Ahmad Fahrudin, S.Pd	1040 743	Indonesia Teacher
12.	Nur Hidayati, S.Pd	933 643	Math Teacher
13.	Nur'aini, S.Pd	1046 399	Economic Teacher
14.	Nedyo Widarsih, S.Pd	1079 832	Sociology Teacher
15.	Eva Oktaviana Hasan, S.E	1096 085	Civic Teacher
1	Kun Rosidah, S.Pd.I	1163 925	Alqur'an Hadits Teacher

6.			
17.	Hiban Najib, S.S.Pd.I	1229 993	Tahfizul Qur'an Teacher
18.	Faizal Fajri, S.Pd	1237852	English Teacher
19.	Yasir Ridho Arham Gustam		Sport Teacher
20.	Millata Hanifa		Tahfizul Qur'an Teacher
21.	Darso		Employee
22.	Refly Agung Fadhly		Hizbul Wathan Teacher
23.	Ibnu Hermawan		Tapak Suci Teacher

Source: The Documentation of the MA Muhammadiyah Metro

d. The Building Condition

Madrasah Aliyah Muhammadiyah Metro have many buildings such as laboratory, classroom, library, canteen and many others. The explanation of these building as follow:

Table 4
The Building Condition of MA Muhammadiyah Metro

No.	Names of Building	Total
1.	Classroom	4
2.	Computer laboratory	1
3.	Principals room	1
4.	Teacher room	1
5.	Teacher's toilets	2
6.	Students' toilet	5
7.	Library	1
8.	Musholla	1
9.	Parking area	1
10.	Canteen	2

Source: The Documentation of the MA Muhammadiyah Metro

e. The Total of the Students

The total of students at MA Muhammadiyah Metro in Academic Year 2016/2017 can be identified as follows:

Table 5
The Total of Students at MA Muhammadiyah Metro
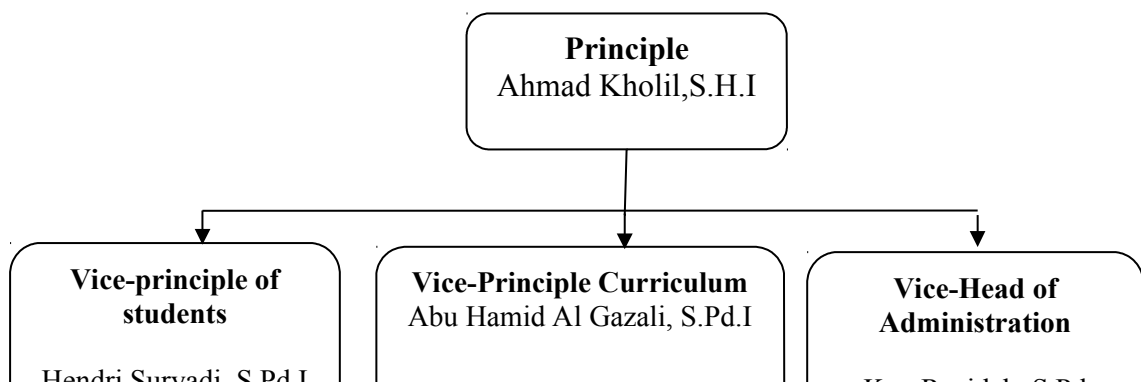**In the Academic Year of 2016/2017**

No	Class	Total
1	X	42
2	XI	22
3	XII	20
Total		84

Source: The Documentation of the MA Muhammadiyah Metro

f. Description Organization Structure of MA Muhammadiyah Metro

MA Muhammadiyah Metro has organization structure that can be identified as follows:

Organization Structure of MA Muhammadiyah Metro
in Academic Year of 2016/2017

Principle
Ahmad Kholil,S.H.I

Vice-principle of students	Vice-Principle Curriculum	Vice-Head of Administration
Hendri Suryadi, S.Pd.I	Abu Hamid Al Gazali, S.Pd.I	

	Students ←	**Teacher**
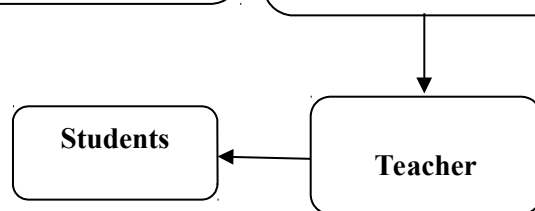
2. Description of Research Result

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aim to know how far the students' ability in reading comprehension before they were given the treatment.

a. The Result of Pre-Test

The researcher gave a pre-test to the students to see how far the students' reading comprehension ability before the treatment was given. The pre-test was done on Monday, August 29th 2016, the research told the students that the researcher would conducted the research in their class to know their reading comprehension. All of the students were given pre-test that must be done individually. The test was multiple choice which consist of 10 questions. Then, the result of pre-test can be seen on the table below:

Table 6

The Score of the Students Pre-Test

No.	Students` score	Frequency	Percentage
1	30	3	13.62%
2	40	4	18.19%
3	50	5	22.72%
4	60	3	9.09%
5	70	4	18.19%
6	80	4	18.19%
	Total	**30**	**100%**

The table above is the result of pre-test, it can be seen that the score of the students` reading comprehension were various. Therefore, there were 3 students gained 30, 4 students gained score 40, 5 students gained score 50, 3 students gained score 60, 4 students gained score 70, 4 students gained 80.

Based on the above result, it can be inferred that 18 students (81.81%) were not successful and 4 other students (18.89%) were successful. The successful students were those who got the minimum standard at MA Muhammadiyah Metro at least 75. The successful students were fewer than those unsuccessful students. From the pre test result, the researcher got the average of 55.45. So, the result was unsatisfactory. Therefore, the researcher used the Collaborative Strategic Reading to improve the students` reading comprehension ability.

a) Cycle I

1) Planning

In this stage the researcher plans to give material about reading text. The researcher prepared several things related to

teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the media that used in learning reading, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher plan to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 7
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Monday, September 12th 2016	12.30 – 14.00 p.m.
2nd	Monday, September 19th 2016	12.30 – 14.00 p.m.

a.) The First Meeting

The first meeting was done on Monday, September 12th 2016 at 12.30–14.00 p.m. at the beginning of teaching learning process, the researcher greeted students by saying "salam and good morning" and all of students answered by saying "salam

and good morning miss" friendly. Then, the researcher asked about their condition first before checked attendance list.

Furthemore, the researcher asked to the students "what is narrative text? The students very confused about the material and then the researcher give explanation about narrative text, purpose, and generic structure of narrative text. After that explanation, she gave a chance to the students to ask about the material. She asked them, "Ok my class do you understand about Narrative text and then no comment from students. Most of students still did not understand about it.

Then, the researcher divided the students in a group. Each group consists of 5-6 students. And then the students have to read the text that was given by teacher. The students must be understood about the text. Meanwhile, the researcher instructed every group to find out the meaning and understand text firstly. Then she asked them to identify the text and the researcher gave them several times to discuss it.

The researcher walked around the class to control the students. There were some students who were passive; they did not give an opinion or idea to their partner. When the discussion time was over, the researcher gave a sign to the students. After 2 x 45 minutes, the researcher closed the lesson

and reminded the students that it would be discussed in the next meeting.

b.) The Second Meeting

The second meeting was done on Monday, September 19th 2016 at 12.30 – 14.00 p.m. This meeting started by praying, greeting, checking the attendance list, and asking the students condition. After that, the explanation continued about narrative text. Most of student did not understand about narrative text especially generic structure. In this second meeting, the students seemed more active than previous meeting. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had gave 10 multiple choices in 40 minutes. The researcher closed the lesson. It seemed that the students' score will be improved. The results of the post test in cycle 1 could be seen on the table, as follow:

Table 8
The results of the Post-test I

No.	Students` score	Frequency	Percentage
1.	40	1	4.54%
2.	50	5	22.73%
3.	60	7	31.82%
4.	70	3	13.64%
6.	80	5	22.73%

7.	90	1	4.54%
	Total	**30**	**100%**

The table above is the result of post-test 1, it can be seen that the score of the students` reading comprehension were various. Therefore, there were 1 student gained 40, 5 students gained score 50, 7 students gained score 60, 3 students gained score 70, 5 students gained score 80, 1 students.

Based on the above result, it can be inferred that 6 students (27.28%) were successful and 16 other students (72.72%) were not successful. From the post-test 1 result, the researcher got the average of 64.09.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher as teacher who observed the students' activities during teaching learning process. There were four indicators that observed as follows:

a) Giving attention to the teacher's explanation.

b) Understanding the material.

c) Active in group work.

d) Doing the task.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 9
The Result of Students' Activities in Cycle 1

No.	Students' Activities	Total of Students	Percentage
1	Giving attentions of teacher explanation	17	77,27%
2	Understanding the material	14	63,63%
3	Active in group	11	50%
4	Doing the task	22	100%
	Total of Students	22	

From the table above, it could be seen that in cycle 1 there were 17 students who gave attention to the teacher's explanation, 14 students understood the material, 11 students active in group work and 22 students in the class did the task from the teacher. Based on this result, the students' activities were still low from the indicator of success that was 70% of students became more active in the class.

4) Reflecting

At the end of cycle 1, it showed that there was improvement in students' activities. In the first meeting it can be said that almost of students got difficulty during teaching learning process. Most of students said that it was not understand reading text because they still did not understand yet about the generic structure of narrative text itself. So, it can be inferred that cycle 1 was not successfully

because most of students in the class did not reach the standard score.

b) Cycle 2

1) Planning

In the planning of cycle 2, the researcher discussed about some of problems that found in cycle 1. Therefore, in this step the researcher woul prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative text. The material included the definition, the generic structure, the language features and the example of narrative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The researcher arranged the schedule of action in cycle 2. The action in the cycle II consist of two meetings, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained . It can be seen on the table below:

Table 10
The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1st	Monday, September 26th 2016	12.30 – 14.00 a.m.

2nd	Monday, October 3rd 2016	12.30 – 14.00 a.m.

a) The First Meeting

The first meeting was done on Monday, September 26th 2016 at 12.30 – 14.00 a.m. Based on the observation and reflection in cycle I, it showed failure. So, researcher try to evaluate it and arrange the planning for cycle 2.

The researcher prepared the lesson plan, prepared the material, made observation sheet of the students' activity II, and try to identified the problems and found the cause of problems and try to overcome the problems.

The researcher asked about the previous material before she explained more about it. After that, the researcher gave instruction to the students to make some groups consist of 5-6 persons. In the group the students read the text that was given by teacher. The researcher instructed every pair of group to find out the meaning and understand text firstly. Then she asked them to identify the text. The researcher gave several times to them to discuss it. Finally, after 2 x 45 minutes, it means that the time was up and the researcher closed the lesson and reminds students to study again about narrative text.

b) The Second Meeting

The second meeting was done on Monday, October 3rd 2016 at 12.30 – 14.00 a.m. The researcher began the class by greeted

the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. After treatment, the researcher conducted post-test II, the test was multiple choices there were 10 questions. The question was still about narrative text. The researcher closed the lesson, result of post-test II could be seen on the table below:

Table 11
The result of post-test II

No.	Students` score	Frequency	Percentage
1.	60	1	4.54%
2.	70	4	18.19%
3.	80	11	50%
4.	90	6	27.27%
	Total	**30**	**100%**

The table above is the result of post-test 2, there were 1 students gained 60, 4 students gained score 70, 11 students gained score 80, and 6 students gained score 90.

Based on the above result, it can be inferred that 17 students (77.27%) were successful and 5 other students (22.73%) were not successful. From the post-test 2 result, the researcher got the average of 80.00. It was higher than the cycle 1.

3) Observing

Observation was conducted with the same in cycle 1. There were four indicators that observed as follows:

a) Giving attention to the teacher's explanation.

b) Understanding the material.

c) Active in group work.

d) Doing the task.

After doing the treatment and observation, the researcher got the result of the students' learning activities as follows:

Table 12
The Result of Students' Activities in Cycle 2

No.	Students' Activities	Total of students	Percentage
1	Giving of attention of teacher Explanation	20	90,90%
2	Understanding of material	18	81,81%
3	Active in group work	15	68,18%
4	Doing the task	22	100%
Total of Students		22	

Based on the table it could be seen that in cycle 2 there were 20 students who giving attention to the teacher's explanation, 18 students were understanding the material, 15 students active in group work and all of students in the class did the task from the teacher. There was improvement of students' activity in cycle 2.

4) Reflecting

Based on the result of observation during teaching learning process in cycle 2, it can be said that teaching learning process by using Collaborative Strategic Reading more be better than in cycle 1. The researcher found that the students became more active and

enjoy during teaching learning process. They became easier to mastery reading text.

Finally, based on the observation and reflection in this cycle the researcher surely assumed that the use of Collaborative Strategic Reading in reading comprehension ability gave many useful for the students to improve their ability.

B. Discussion

After the researcher analyzed of the result of post-test cycle 1 and post-test cycle 2 there was comparison between of them. There was improvement score of the students' ability in reading comprehension ability.

1. The Comparison of Result in Post-test Cycle I and Post-test Cycle II

The researcher found that the score of the post test I was better than the score of the post test II. The score can be seen in the following table below:

Table 13

The Comparison of Result in Post-test Cycle 1 and Post-test Cycle II

Name	Score of Post Test I	Score of Post Test II	Explanation
ABS	50	70	Improved
AY	50	80	Improved
AIP	90	90	Constant
AH	60	80	Improved
ARH	50	70	Improved
AUKD	80	90	Improved
DA	60	80	Improved
KY	70	80	Improved
LAS	80	90	Improved
MAA	80	90	Improved
MA	40	60	Improved
MBS	60	80	Improved
MAW	80	90	Improved
NHR	60	80	Improved
NA	70	80	Improved
RNA	50	70	Improved
RCM	60	80	Improved
RA	60	80	Improved
SFP	60	80	Improved
S	50	70	Improved
SMK	70	90	Improved
SRP	80	80	Constant
Total	**1410**	**1760**	Improved
Average	**64,09 %**	**80,00 %**	Improved

Based on the data of the table above, the researcher concluded that there was improvement score from the post-test cycle 1 to post-test cycle 2. It can be seen from the average score. The students' average score in post-test cycle 1 was 64,09% and average score in post-test cycle 2 was 80,00%. It means that the students could achieve the target of this research that was 70%. Furthermore, the improvement score in each cycle can be seen in the graph below:

Grafth 1
The Comparison of Result Post-test in Cycle 1 and Cycle 2
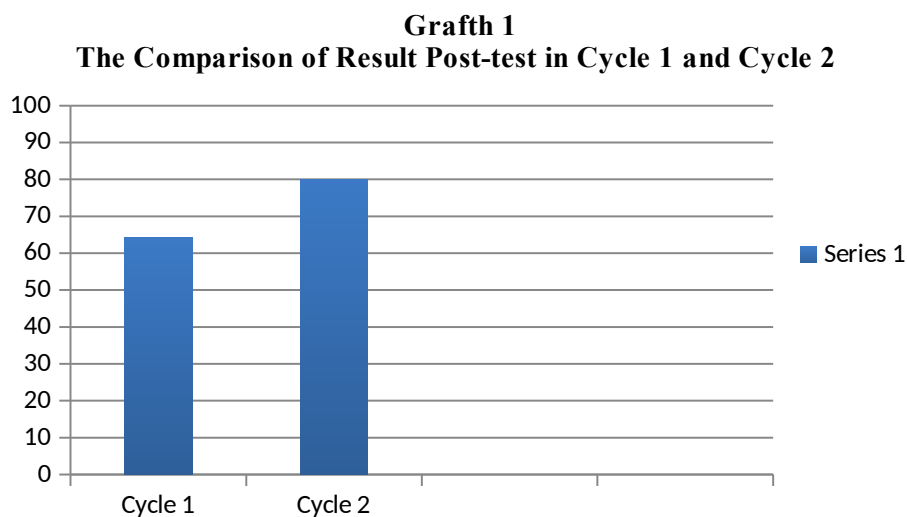
2. Improving The Students English Learning Process

The researcher did the approach to the students' activity in the learning process by using observation sheet. Improving the English process in reading comprehension ability of narrative text by using collaborative strategic reading at the eleventh grade of MA Muhammadiyah Metro in Academic Year 2016/2017 by following the table below:

Table 14
The Result of the Students' Activity in Cycle I and Cycle II

No.	Students' Activities	Cycle 1		Cycle 2		Improving	
		T	P	T	P	T	P
1.	Giving attention to the teacher's explanation	17	77,27 %	20	90,90 %	3	13,63 %
2.	Understanding the material	14	63,63 %	18	81,81 %	4	18,18 %
3.	Active in group work	11	50%	15	68,18 %	4	18,18 %
4.	Doing the task	22	100%	22	100%	0	0%
	Total of students	22		22			

Note:
T   : total of students
P   : Percentage

Referring to the data of students' activities result in cycle 1 and cycle 2, there was improvement in students' activities during teaching learning process. There was improvement about 13,63% in giving attention to the teacher's explanation, from the cycle 1 to the cycle 2. Then, from the cycle 1 to the cycle 2 the students understanding the material has increased from 14 to 18 or 18,18%. Then, the activity of students to active in group work from cycle 1 to cycle 2 is progress from 11 to 15 or 18,18%. There was improvement 4 point. Because of the target of this research was 70% of students have got score at least 75 in reading comprehension and 70% of students became more active in the class so it can concluded that the research was successful.

CHAPTER V

CONCLUSION

A. Conclusion

The conclusion of this research is that using Collaborative Strategic Reading can improve the reading comprehension ability among the eleventh grades of the MA Muhammadiyah Metro. It can be seen from the result of the students' score in every cycle. The average score of pre-test is 55,45 the average score of post-test cycle 1 64,09 and the average score of post-test cycle 2 80,00. So, there is improvement from 55,45 to 64,09 and finally 80,00. It means that the students' reading comprehension ability after the treatment by using collaborative strategic reading is increasing.

The students' activity in learning process is also improving. It can be seen from the observation data of students' activities of each cycle. In cycle 1, there are many students do not understanding about the material yet and many of them are still passive in the class. While in cycle 2 most of students have understand about the material given and they become active in the class such as giving respond to the teacher's explanation and active in group work. Hence, it can conclude that by using Collaborative Strategic Reading (CSR) can improve the students' reading comprehension ability at the eleventh grades of the MA Muhammadiyah Metro

B. Suggestion

The researcher had done the research at the eleventh graders of MA Muhammadiyah Metro. The researcher would like to give some suggestion as follows:

1. For the Students

The students should be active in learning process especially for English subject. This technique can motivate the students in studying English especially to understand the material that given.

2. For the English Teacher

The English teacher can apply Collaborative Strategic Reading (CSR) that effective to improve and to motivate the students in learning reading comprehension ability.

3. For the Headmaster

The headmaster should support the English learning process by preparing the facilitation and instrument completely.

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