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IMPROVING THE STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE AT THE TWELFTH GRADERS OF SENIOR HIGH SCHOOL 2 LIWA WEST LAMPUNG

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By :

ESTI FENITA

STUDENT NUMBER: 0953507

Tarbiyah Department
English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1434 H / 2013 M

IMPROVING THE STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE AT THE TWELFTH GRADERS OF SENIOR HIGH SCHOOL 2 LIWA WEST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
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in English Education Study Program

By:
ESTI FENITA
STUDENT NUMBER. 0953507

Tarbiyah Department
English Education Study Program

Sponsor : Dedi Irwansyah, M.Hum
Co-Sponsor : Ahmad Subhan Roza, M.Pd

STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1434 H / 2013 M

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN TEKHNIK CSR PADA SISWA KELAS DUA BELAS SMA NEGERI 2 LIWA LAMPUNG BARAT

ABSTRAK

OLEH
ESTI FENITA

Pemahaman membaca sangat diperlukan oleh semua siswa untuk memperoleh pengetahuan. Namun, banyak siswa kesulitan dalam memahami teks. Para siswa sering menemukan kata-kata yang sulit dimengerti. Selain itu, mereka tidak menggunakan strategi-strategi membaca ketika memahami teks. Dalam hal ini, siswa membutuhkan tekhnik yang tepat untuk memahami teks dengan mudah. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan tekhnik CSR dapat meningkatkan pemahaman membaca siswa.

Penelitian ini merupakan penelitian tindakan kelas. Data-data yang digunakan dikumpulkan dengan metode dokumentasi, observasi, catatan lapangan, wawancara, serta tes. Peneliti menggunakan kelas XII IPA 1 sebagai subjek dari penelitian ini.

Akhirnya data menunjukkan bahwa ada peningkatan yang signifikan terhadap nilai rata-rata siswa pada pre-test dan post-test. Hal itu dibuktikan dengan nilai rata-rata siswa pada pre-test dan post-test 1 yaitu 52.67 menjadi 79.33 atau meningkat 26.66 sedangkan pada post-test 1 dan post-test 2 yaitu dari 79.33 menjadi 90.83 atau meningkat 11.5. Itu berarti penggunaan tekhnik CSR dapat meningkatkan kemampuan membaca pada siswa kelas XII pada SMA Negeri 2 Liwa Lampung Barat.

IMPROVING THE STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE AT THE TWELFTH GRADERS OF SENIOR HIGH SCHOOL 2 LIWA WEST LAMPUNG

ABSTRACT

BY
ESTI FENITA

Reading comprehension is greatly needed by all of students to gain knowledge. In spite of that, most of students find the difficulties in comprehending a text. The students often found many unfamiliar words which are difficult to be understood. Besides that, they did not use some reading strategies when comprehending a text. In this case the students need a proper technique to comprehend the text easily. The primary goal of this research is to know whether the use of Collaborative Strategic Reading (CSR) technique can improve the students' reading comprehension.

The method used in this study is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, and test. The researcher chose class XII of Science 1 as the subject of this research.

These findings of the research have led the author to the conclusion that there is significant increasing on the students' average score in pre-test and pos-test. It is proofed on students' average in pre-test and post test 1 was from 52.67 to 79.33 or increased 26.66 while in post-test 1 and post-test 2 was from 79.33 to 90.83 or increased 11.5. It means that the use of CSR technique can improve the students' reading comprehension at the twelfth graders of Senior High School 2 Liwa West Lampung.

KEMENTRIAN AGAMA

SEKOLAH TINGGI AGAMA ISLAM NEGERI

(STAIN) JURAI SIWO METRO

Jl. Ki. Hajar Dewantara Kampus 15A Iringmolyo Kota Metro Lampung 34111
Telp.(0725)41507,Fax. (0725)47296 Email:stainjusi@stainmetro.ac.id,website:www.stainmetro.ac.id

APPROVAL PAGE

The Title	:IMPROVING THE STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE AT THE TWELFTH GRADERS OF SENIOR HIGH SCHOOL 2 LIWA WEST LAMPUNG
Name	: ESTI FENITA
Student Number	: 0953507
Study Program	: English Education
Departement	: Tarbiyah

APPROVED BY:

To be examined (munaqosyah) in Tarbiyah Departement of State Islamic College of Jurai Siwo Metro.

Sponsor

Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Co-sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dean

an.

Drs.M.Hariplish, M A
NIP. 19661009 199703 1 002

KEMENTRIAN AGAMA

SEKOLAH TINGGI AGAMA ISLAM NEGERI

(STAIN) JURAI SIWO METRO

Jl. Ki. Hajar Dewantara Kampus 15A Iringmolyo Kota Metro Lampung 34111
Telp.(0725)41507,Fax. (0725)47296 Email:stainjusi@stainmetro.ac.id,website:www.stainmetro.ac.id

RATIFICATION PAGE

No: Sti/13/S/994/2013

The undergraduate thesis entitled : IMPROVING THE STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE AT THE TWELFTH GRADERS OF SENIOR HIGH SCHOOL 2 LIWA WEST LAMPUNG written by ESTI FENITA, Student's Number 0953507, English Education Program, has been examined (Munaqosah) in Tarbiyah Departement on September 9,2013

BOARD OF EXAMINER :

Chairperson : Dedilrwansyah, M.Hum (.....)

Examiner I : Widhiya Ninsiana, M.Hum (.....)

Examiner II : Ahmad Subhan Roza, M.Pd (.....)

Secretary : M. Dini Handoko, M. Pd (.....)

PANITIA MUNAQOSAH SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

An. Ketua
Wakil Ketua Bidang Akademik
dan Pengembangan Lembaga

Mukhtar Hadi, M.Si
NIP. 19730710 199803 1003

KEMENTRIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
Jl. Ki. Hajar Dewantara Kampus 15A Iringmolyo Kota Metro Lampung 34111
Telp.(0725)41507,Fax. (0725)47296 Email:stainjusi@stainmetro.ac.id,website:www.stainmetro.ac.id

NOTA DINAS

Number :
Appendix :
Matter : **In order to hold the Munaqosah of ESTI FENITA**

Metro, Septemeber 3 , 2013

To: The Honorable,
The Head of Tarbiyah
Department of State Islamic
College (STAIN)
Jurai Siwo Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

Name : ESTI FENITA
Student number : 0953507
Title : IMPROVING THE STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE AT THE TWELFTH GRADERS OF SENIOR HIGH SCHOOL 2 LIWA WEST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

Sponsor

Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ESTI FENITA

Students : 0953507

Study Program : English Education.

States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, September 3, 2013



ESTI FENITA
St. N. 0953507

Motto

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱدۡخُلُواْ فِي ٱلسِّلۡمِ كَآفَّةٗ وَلَا تَتَّبِعُواْ
خُطُوَٰتِ ٱلشَّيۡطَٰنِۚ إِنَّهُۥ لَكُمۡ عَدُوّٞ مُّبِينٞ ﴿٢٠٨﴾

O you who believe! Enter perfectly in Islam (by obeying all the rules and regulations of the Islamic religion) and follow not footsteps of Shaitan (satan). Verily, he is to you a plain enemy.

(QS. Al-Baqarah: 208)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved mom and daddy (Auliya and Nazri)
who always give love, pray, financial, and spiritual support.

My beloved sisters, brothers (wo Ferli, adek Eja,
odo Fendi, wo Sefri), and teh Mimin's family
thanks for your love, pray, help, and motivation.
I love you all because Alloh.

My big family, all my best friends (mb Puji, ukh Umi, ukh Deni,
ukh Bhika, Cingah Vira, mb Ida, ukh Ike mb Khusnul, mb Siti, mb Naili,
Mb Aini), Eureka brothers and my classmates
Thanks for your support, attention, and motivation.

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To start with, the researcher would like to extend her gratitude to Allah *Subhanahu wata'ala* who has given everything in our life for blessing, health, and also mercy because the researcher can finally accomplish this undergraduate thesis. *Shalawat* is also sent to prophet Muhammad *Shallallahu'alaihi wasallam* who had delivered the truth to human beings in general and Muslim in particular.

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Metro, September 3, 2013
The Researcher,



ESTI FENITA
St.N. 0953507

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays the important and basic function for human life as a means of communication both in written and spoken. It can transfer knowledge, express feeling, exchange opinions, and so forth. People can learn something they want to know from a lot of information, news, or books written and shared. Besides, people can explain openly the implicit thing in their heart and mind. Also, they can share ideas to look for a solution of problem. Consequently, the need of language is very crucial and it cannot be separated from human interaction.

There are many kinds of languages in the world. One of them is English. It is the most important language which is widely used whole the world. Most of people in the different countries use English to communicate and understand one another. Therefore, English should be learnt by people both formal and informal situation.

English is as a key of knowledge. To put it more simply, there are many kinds of books such as science, technology, economics, politics, and so forth written in English that spread in all over the world. In doing so, the people have to learn English to get knowledge from the foreign books and apply in some fields to the needs of the human. As a result, English is considered as an international

language which gives contribution to develop science and technology in the world.

In Indonesia, English is used as the foreign language that is taught from elementary school to university level. It is indispensable so that Indonesian government determine English as a compulsory subject in formal education. The goal of learning English at school is to develop the students' communication skills both in written and spoken. Those skills which are essentially implemented as basic skill to learn English are listening, speaking, reading, and writing. Besides that, there are also vocabulary, pronounciation, grammar, and so forth as the English components.

Reading is an activity to create meaning from written language and certain pictures that take part and relate to the text.[1] By reading, people can increase vocabularies, improve memory, obtain knowledge and information, reduce stress, and so forth. Therefore, the people should civilize the reading activity in daily life to progress the humans' thought.

Reading is not a passive skill. Reading means a process which needs the active interaction among the reader's prior knowledge, the information of a text, and the context of the reading situation in composing the content from the text.[2]

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[1]Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 10

[2] Thomas S. C. Farrel, *Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Centre, 2002), p. 1

Most people spend their time to read book, article, newspaper, and many others sources for various purposes. Nonetheless, reading is not an easy activity which needs some skills so not all people can read well. Due to the fact, most of people fail in comprehending the content of the text. They only read aloud then forget the content of the information. However, reading is not only producing sound in the printed symbol but also making sense to comprehend the text. Hence, the readers need greatly reading comprehension to achieve the purpose of reading.

Reading comprehension is to look for meaning by applying the reader's experience and knowledge of texts for understanding new information in the text.[3] The good comprehension in reading helps gaining the great knowledge easily. Nevertheless, most people still have low comprehension in reading. The problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of books or texts frequently.

In fact after conducting a pre-survey on March 14, 2013 at the twelfth graders of Senior High School 2 Liwa West Lampung, it shows that the students do not have good reading comprehension yet. There are some factors that cause the problem. Those are learner factor, text factor, reading technique, and so forth. Most of students still have low motivation in reading. Hence, it causes the

[3] Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, (United States of America: Harper Collins College Publishers, 1994), p. 40

students are lazy and not interested to read the written text. Besides, most of students do not apply some reading strategies in their reading activity yet. Moreover, a text given has many unfamiliar words that they do not know the meaning. It makes the students feel difficult to understand the content of the text completely. Besides, the teacher does not use CSR as a technique to improve the students' reading comprehension yet. Thus, the students still have low reading comprehension.

Analyzing the explanation, the problems above give bad effect to the students' score in reading comprehension. Many students get low and poor score of reading test. The following table shows that the students' results are unsatisfactory yet.

Table 1
The Result of the Students' Reading Score on Pre Survey at the Twelfth Graders of Senior High School 2 Liwa West Lampung

No	Grade	Explanation	Frequencies	Percentage
1	< 70	Failed	20	66.67%
2	≥ 70	Passed	10	33.33%
		Total	30	100 %

Source : The result of pre survey which was conducted on March 14, 2013 at the twelfth graders of Senior High School 2 Liwa West Lampung in the academic year 2013/2014.

Based on data above, it describes that more than a half of students got low score in reading comprehension. The result of the pre-survey shows that only

33.33% of students or 10 students passed on the test and 66.67% of students or 20 students failed on the test. The mean of the students' score is 61.06 while Passing Grade (KKM) of English is 70. It means that the average of the students' reading score does not fulfill KKM yet.

Analyzing the problems above, the researcher tries to apply reading strategies to help in light of the case. Collaborative Strategic Reading (CSR) technique is one of effective techniques that can motivate students to develop their reading skill. Collaborative Strategic Reading (CSR) means a multicomponent strategy approach which teaches the learners about some strategies that can be used to comprehend text while studying in small groups with their friends.[4] The students become easier to comprehend the text using reading strategies. Moreover, they can work cooperatively to discuss the content of the text. As a result, CSR technique makes the students become active and interested in their reading activity.

The goal of applying CSR technique is it can improve reading comprehension and raise up conceptual learning in maximizing participation for the learners. So, it is expected giving good effect for increasing good score in reading subject. Consequently, the researcher proposes to improve the students' reading comprehension using collaborative strategic reading technique at the twelfth graders of Senior High School 2 Liwa West Lampung.

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[4] Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p. 151

B. Problem Identification

Inferring to the background of the study above, the researcher identifies some problems as follows:

1. Most of students are infrequent reading some books or texts.
2. Most of students have low motivation that causes they are not interested and lazy to read a text.
3. Most of students do not apply some reading strategies in their reading activity yet.
4. A text given has many unfamiliar words so most of students feel difficult to comprehend a text fully.
5. The teacher does not use CSR technique to improve the students' reading comprehension yet.

C. Problem Formulation

Concerning with the background of the study and problem identification above, the researcher formulates the problem as follows:

Can the use of CSR technique improve the students' reading comprehension at the twelfth graders of Senior High School 2 Liwa West Lampung in the academic year 2013/2014?

D. Objective of the Study

In line with the problem formulation above, the objective of this research is:

To find out whether the use of CSR technique can improve the students' reading comprehension at the twelfth graders of Senior High School 2 Liwa West Lampung in the academic year 2013/2014.

E. Benefit of the Study

Overall, this research is expected to have the benefits as follows:

1. Theoretically, it contributes an additional knowledge for the students and the English teachers about CSR technique to improve reading comprehension.
2. Practically, the students, the English teachers, and certainly the writer can apply CSR technique in reading activity to improve reading comprehension.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Reading Comprehension

a. The Concepts of Reading

According to Harris and Sipay, reading is an important way of the reader to comprehend the written language on the text.[1] Moreover, Serravallo argues that reading is a process of thinking an information to get and comprehend the content of written language.[2] Accordingly, it can be inferred that reading is an indispensable step in getting and understanding the content of written language and symbol.

In reading, it requires a complicated process that involves cognitive skills which is used by the reader to compose meaning.[3] The statement is in line with Linse's notion stating that reading is a group of connected skills which take part in creating sense and gaining meaning from text.[4] It means that to get the point from the passage easily the readers should apply reading skills which are crucial in reading activity.

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[1] Albert Josiah Harris and Edward R. Sipay, *How to Increase Reading Ability*, (United States of America: the Alpine Press, 1984), p.12

[2] Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heinemann, 2010), p. 43

[3] Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, (USA: Stenhouse Publishers, 2005) p. 6

[4] Caroline T. Linse, *Practical English: Language Teaching Young Lerarners*, (New York: McGraw-Hill, 2005), p. 79

Meanwhile, Haris and Sipay hihglight that reading is an interactive process which connects the readers' prior knowledge and the information from the text.[5] It would be better to say that reading needs the readers to be active in connecting their prior knowledge to the text which is being read in order they really understand the content of the text.

Based on the statements above, it can be defined that reading is a process of getting knowledge from a printed page with involving the readers' prior knowledge to compose the meaning of the text. Consequently, in reading activity the readers should activate their prior knowledge to comprehend the information of the written text easily.

1) Models of Reading

Farel argues that there are three models used in reading namely:

a) Top down model

Top-down model states that while the readers read a passage they involve prior knowledge and experience to confirm the readers' expectation. The readers read the title, the headings, and sub-heading to guess and predict what the content of the passage. Then the readers confirm their prediction and guess by reading the text to check the topic of the text.[6] It means that in composing meaning, the

[5] Harris and Sipay, *Op.cit.*, p. 479
[6] *Ibid.*

readers should predict what the content relates to the text by activating their prior knowledge.

b) Bottom-up model

As stated by Farrel in bottom-up model, the reader is only proposed to read the vocabularies and sentences and view the structure of passage to compose the meaning of the written language depends on vocabulary mastery and syntax.[7] In other words, in bottom-up model the reader forms the meaning from a piece of information in the written language with using a little of the readers' prior knowledge.[8] It means that when the readers try to construct meaning, they do depending on the words and sentences in the text.

c) Interactive model

Interactive model proposes the reader to use both top-down and bottom-up model when they are reading a passage.[9] In other words, the reader compose the meaning by guessing the content of text then check their expectation by translating the sentences of the written text.

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[7] Farrel, *Op.cit.*, p. 2

[8] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Pearson Education), p.32

[9] *Ibid.*

2) Types of Teaching Reading

In teaching reading, the are some types can be used in learning activity namely (a) reading aloud, in this type the teacher teaches the students to read the passage loudly with correct spelling and intonation, (b) silent reading, it means that the students read the passage voiceless in order they can focus in understanding the written text, (c) reading comprehension, in this type the students are taught to get the content from the passage, after that the teacher checks their comprehension by giving them some questions about the text, and (d) independent reading, this type is for the students who have mastered in reading aloud, silent reading, and reading comprehension. Teaching independent reading is to develop the students' language skill.[10]

3) Objectives of reading instruction

According to Farrel, the instructional objectives for a second language reading program are (a) to develop a consciousness of reading strategies in comprehending text well, (b) to enlarge vocabularies and develop reading techniques to increase the students' vocabularies, (c) to develop the students' consciousness of linguistic and rhetorical composition viewed in a written language, (d) to improve the students' speed and fluency in reading, (e) to improve the students' interest to

[10]Kasihani K.E. Suyanto, *English For Young Learners*, (Jakarta: BumiAksara, 2007), p. 64-66

read various types of reading text, (f) to give feedback on the students' advancement individually, (g) to improve their skills in comprehending the text, and (h) to give exercise in applying the skills of reading widely.[11] In other words, reading instruction helps students to develop knowledge and achieve academic purpose.

b. The Concepts of Reading Comprehension

Adams and Bruce in Haris and Sipay maintain that comprehension is a skill in forming the new information using the readers' prior knowledge to make the written language becomes meaningful.[12] Supported by Gillet and Temple assert that in comprehension the readers understand the content of text by involving prior knowledge, knowledge of text structure, and the readers' active.[13] It can be defined that comprehension is the ability to understand point of the passage by connecting the readers' experience to the text.

According to Gillet and Temple, reading comprehension is to look for meaning by applying the reader's experience and knowledge of texts for understanding new information in the text.[14] Similarly, Guthrie states that reading comprehension involves the processes of the interaction between the reader's cognitive skill and motivation in the text to compose

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[11] *Ibid.*, p. 7

[12] Harris and Sipay, *Op.cit.*, p. 480

[13] Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, (United States of America: Harper Collins College Publishers, 1994), p. 34

[14] *Ibid.*, p. 40

conceptual knowledge from the passage.[15] Furthermore, Haris and Sipay maintain that reading comprehension is a product of the interaction between the knowledge of language symbol and the reader's reading skills, cognitive skills, and experience.[16]

Based on statements above, it can be inferred that reading comprehension is understanding a new information by involving the readers' experience, cognitive skills, and reading skills to gain important knowledge from the printed page.

1) Levels of Reading Comprehension

According to Smith in Harris reading comprehension are classified into four main levels namely (a) literal comprehension, it is a skill to gain literal meaning from a text, (b) interpretation comprehension, it is a probing for greater depths of meaning, (d) critical reading, in this level the readers assess and convey their opinion about the text which they read, and (e) creative reading, in this level the readers should do inquiry to get the implications from the written text.[17] Those levels which can be used by the readers agree with the purpose of reading comprehension which will be achieved.

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[15] John T. Guthrie, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (London: Lawrence Erlbaum Associates, 2004), p.227

[16] Harris and Sipay, *Op.cit.*, p.12

[17] *Ibid.*, p. 477-478

2) Strategies for Reading Comprehension

There are some strategies which can be used by the readers are:

a) Activating prior knowledge

Serravallo asserts that before reading, the good readers are they who form connected ideas about the information relate to the text's structure and topic, besides that they who relate the text to their life, various written sources, and the world, finally they who form connected ideas after finishing in reading the text.[18] In other words, before reading the readers should activate their prior knowledge to think about what information they have known from the topic to make them easier in understanding the text.

b) Predicting

Farrel states that prediction is making an expectation about what is going happen in the text and asking the readers to think about their previous knowledge relate to the topic before reading the text.[19] It means that before reading the text, the readers should guess what the content of text is in line with the topic. It is useful to motivate the students in reading.

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[18] Serravallo, *Op.cit.*, p. 43

[19] Farrel, *Op.cit.*, p. 27

c) Skimming

As Farrel said that skimming is a reading strategy which involves the readers to read the printed text quickly for getting the general content.[20] It means that the readers just skim through the whole text to achieve main idea or general meaning without reading for detail.

d) Scanning

Brown defines that to look for some specific information in a discourse rapidly and to derive certain information without reading the whole text is classified as scanning.[21] In other words, the readers just read certain part of the text to discover a specific information from the text. This strategy helps the readers to get the specific point without spending much time to finish reading the text.

e) Guessing meaning of unknown word using contextual clues

There are some techiques to guess the unknown vocabularies namely (a) look for prefixes that can provide clue, (b) look for the suffixes that can show part of speech of vocabulary, (c) look for the familiar roots, (d) look for the grammatical context that can indicate the information, and (e) look for the semantic context or

[20] *Ibid.*, p. 28
[21] Brown, *Op.cit.*, p. 308

topic for getting clues.[22] Guessing the unfamiliar words is done especially when the learners are doing examination which is forbidden to bring dictionary.

f) Identifying topics and main ideas

Mikukecky in Farrel proposes the learners to train some tasks for developing cognitive exercises namely (a) getting a topic from a list of vocabularies, (b) identifying the topic of a text, and (c) recognizing the main idea from a discourse.[23] It means that knowing the topic and the main idea of a text is important in reading comprehension.

g) Use of Questions

Before reading, the students are encouraged to make some questions from text to set the students' aim. Whereas, by asking questions while reading the students are guided to understand the difficult vocabularies or sentences in the text that confuse them. Also, making questions after reading is useful to check the readers' comprehension.[24] It means that asking questions is very essential and effective to help the readers to comprehend what the content of text is being read.

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[22] *Ibid.*, p. 310
[23] Farrel, *Op.cit.*, p. 33
[24] *Ibid.*, p. 38

3) Measurement of Reading Comprehension

To measure the students' achievement in reading comprehension, there are some varieties of questions forms which can be used namely:

a) Pronominal Questions, Imperatives

In pronominal questions, the students should answer the questions by writing some ideas from the text as their answer in line with the questions. This questions are used by the teacher to know the students' literal comprehension and to check their skill in making inferrence, application of the text, and making critical respon from the text. The assessment depends on the completeness and accuracy of the students' answer in this questions.

b) True/False, Yes/No, Alternatives Question, Multiple-choice

In these questions forms, the students do not make their own answer but they choose the answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every questions contains four choices and one of them is correct answer.

c) Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. After the students finish reading the passage, they write the short

answer in the diagram.[25] It means that measurement of reading comprehension is indispensable to know the students' skill in comprehending a text which is shown by the students' score. Hence, the questions should be prepared to assess the students' comprehension.

2. Collaborative Strategic Reading (CSR) Technique

a. The Concepts of CSR Technique

According to Klingner, Collaborative Strategic Reading (CSR) means a multicomponent strategy approach which teaches the learners about some strategies that can be used to comprehend text while studying in small groups with their friends.[26] Furthermore, Klingner states that CSR technique can improve the students' reading comprehension and raise up conceptual learning which increases the students' participation in reading activity.[27] In other words, the use of CSR technique makes the learners become easier to comprehend a text by applying some strategies which are functioned before, during, and after reading.

In further explanation, CSR technique contains crucial components to improve the students' reading performance namely (a) developing the visible and explicit instruction, (b) implementing some

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[25] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2009), p.77-79

[26] Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p. 151

[27] *Ibid.*, p. 142

strategies to make the learning process easier, (c) involving the students to work together in a group, and (d) giving chances for interactive discussion between students and between teacher and students.[28] In other words, CSR technique makes the students become more active in comprehending the content of the text.

Based on the statement above, it can be inferred that CSR means an effective technique in comprehending a text by implementing some reading strategies and involving the students' group work. The strategies used in CSR technique are preview, click and clunk, get the gist, and wrap up. While, every group contains 5 until 6 students who every student plays certain role in applying the strategies. Therefore, by applying CSR technique the students are hoped can improve their comprehension in reading texts.

There are two phases to implement CSR technique as follows:

1) Teaching Reading Strategies

As Moreillon asserted that reading comprehension strategies constitute means which is applied by the reader to resolve the troubles in understanding the text.[29] It means that the readers need cognitive process to make meaning and get information from the passage easily. Therefore, in CSR technique the students are taught to apply four

[28] *Ibid.*, p. 144

[29] Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension.* (Chicago: American Library Associatiion, 2007), p. 10

strategies in reading comprehension namely preview, click and clunk, get the gist, and wrap up. Here is the explanation about each strategy:

a) Preview

Before reading the whole text, the students should use preview strategy. Klingner states that in preview the students remember what information from the topic that they have known and predict what the content of the passage is.[30] In other words, preview strategy involves brainstorming and predicting to activate the students' prior knowledge about the topic of the text.

Preview strategy has some purposes namely (a) it supports the students to recognize the content of the text, (b) it opens the students' prior knowledge to think what they have known about the topic, and (c) it develops the students' interest to the topic of text.[31] It means that preview gives motivation to the students for comprehending the text by thinking the content and type of reading material with their existing knowledge.

b) Click and Clunk

Click and clunk strategy are applied during reading a text. According to Klingner, click means the information which can be

[30] Klingner, *Op.cit.*, p. 143
[31] *Ibid.*, p. 145

comprehended well by the students.[32] Whereas, clunks are vocabularies or concepts which are difficult to be understood and comprehended. [33] In other words, click and clunk strategy are to observe the students' reading comprehension during reading activity by identifying the difficult words and ideas in the text.

To identify the unfamiliar words, fixing-up strategies can be used to solve the problem. Moreillon maintains that some processes are offered by fix-up strategies such as rereading the text, reading the title, and describing the unfamiliar vocabularies.[34] In other words, the readers interpret the words to know sense of the words.

c) Get the Gist

Get the Gist strategy is also done during reading. In getting the gist, the students restate the most critical point in a paragraph or text. Klingner asserts that getting the gist means the students' ability to indicate the main idea of a paragraph or cluster the paragraph by using their own sentences concisely.[35] It means that recognizing the main idea of the text helps the students to enhance their comprehension and be able to tell the information easily.

[32] *Ibid.*
[33] *Ibid.*, p. 7
[34] Moreillon. *Op.cit.*, p. 114
[35] Klingner, *Op.cit.*, p. 145

PERPUSTAKAAN STAIN JURAI SIWO METRO METRO

d) Wrap-up

Wrap-up strategy is situated when the students finish reading the whole text. In wrap-up strategy, the students take the most important point and make some questions that probably appear on the test. They try to make questions from the explicit information in the text and the implicit information which needs answers from the students mind.[36] It means that in wrap-up strategy, the students should summarize and ask about the information from the text. The questions which have been made are answered by the others students as their comprehension exercise. Hence, the students can improve their knowledge, comprehension, and memory.

2) Cooperative Learning Group Roles

a) Setting roles

In cooperative learning, the students should less do the work together in the same assignment, because every student has each important role to achieve success for their group. Therefore, in this learning the students has two duties, namely to develop their skill in studying and to guide one another in gaining knowledge.[37] It means that all students are given a chance to discuss about the text and also do a task given to them independently in line with their role.

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[36] *Ibid.*
[37] *Ibid.*, p. 146

(1) Students Roles

Klingner maintains that by using CSR technique, the students are encouraged to talk about the content of a text, help one another to understand the written text, and give academic and affective encouragement to their friends. Accordingly, every student in a group has opportunity to practice some roles namely:

(a) Leader, he or she guides the group to read a text then practice each strategy of CSR technique and demand a teacher help if necessary.

(b) Clunk expert, he or she helps the group to find out the meaning of difficult vocabulary or idea by using clunk cards.

(c) Gist expert, he or she leads the group to discover the most important ideas from the text.

(d) Announcer, he or she calls participants to read, share an idea, and participate in the learning.

(e) Encourager, he or she shares feedback and encourages all members to participate in the discussion and helps one another.

(f) Timekeeper, he or she remembers the group about the time that they spend to write the answer in the learning logs.[38] Accordingly, by giving the roles the students become more active to discuss about the information of the text.

[38] *Ibid.*

(2) The teacher's role

The same as the students, the teacher also has the important roles in teaching CSR technique. Those roles are (a) to give detailed information on how to use reading strategies, (b) to provide the students for particular roles in each group, and (c) to give a help to the students for reading and discussion.[39] Before the students work cooperatively, the teacher should present four reading strategies through the clear explanation and give model continually to practice them with involving the students' roles in a group.

b) Preparing Materials for CSR technique

Chosing the proper materials for practicing CSR technique is important for successful learning. Some materials are reading material, clunk cards, the cue cards, and learning logs. Here is the following explanation about materials for CSR technique:

1) Reading Material

There are some points which are suggested for the teachers' consideration in choosing reading text namely (a) reading text can be decoded by the students about 80% of the words correctly, (b) it possesses themes and supporting details, (c) it comprises of some paragraphs, and (d) it has some information or image to be predicted.[40] In other words, the

[39] *Ibid.*, p. 143

[40] Christine D. Bremer, et.all, " Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills", in http://www.ncset.org/publications/viewdesc.asp?id=424. January 6, 2013

reading text which is used in applying CSR technique should fulfill the criteria above.

2) Clunk cards

Clunk cards are used to write the difficult words to be fixed by fix-up strategy. Each of four clunk cards has one fix-up strategy. The fix-up strategies are (a) reread the sentences without the vocabulary, think the available information that can assist your comprehension about the meaning of the vocabulary, (b) reread the sentence that has the clunk vocabulary and the sentences before and after the clunk to look for the clues, (d) look at prefix and suffix in the vocabulary, and (e) make the vocabularies into the smaller parts that you know the meaning.[41] It means that clunk cards help the students to find the meaning of unfamiliar words or ideas.

3) Cue cards

Cue cards have some functions. The first, cue cards describe the steps in doing cooperative learning. The second, it tells students about actions for each of students' roles in CSR technique. The last, it clarifies the procedures of each role to be implemented in the learning.[42] Hence, the students understand what steps they should do in cooperative learning in line with their roles.

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[41] Klingner, *Op.cit.*, p. 145
[42] Christine D. Bremer, et.all, *Op.cit.*

4) Learning Log

In CSR technique, learning logs provide two roles namely (a) facilitates every student to do coopertive learning, and (b) gives guidance to students in applying strategies by answer the questions in log.[43] In other words, learning log is used for recording ideas while applying every strategy.

b. Procedures of Teaching Reading Comprehension Using CSR Technique

The procedures of applying CSR technique in teaching reading comprehension are as follows:

1) Give a text to students in each group which has been formed into small group.
2) Give roles to students in every group namely as leader, clunk expert, gist expert, announcer, and encourager.
3) Ask the students to read the text and apply each reading strategy by using cue cards which have some steps to do each of the students' roles and learning log as a sheet to answer some questions of four strategies. The strategies are:

a) Preview before reading

Ask the students to answer the following questions namely:

(1) Brainstorm : What do we already know about the topic?

(2) Predict : What do we think we will learn about the topic when we read the passage?

[43] *Ibid.*

After that, ask the students to read the first paragraph and do click and clunk.

b) Click and clunk during reading

Ask the students to write the clunks words which are hard to be understood. Then do fixing-up strategies to look for the meaning of unfamiliar words. The fix-up strategy has been written in clunk cards.

c) Get the Gist during reading

In getting the gist strategy, the questions are:

(1) What is the most important person, place, or thing?

(2) What is the most important idea about the person, place, or thing?

After that, ask the students to read next paragraph. Then repeat click and clunk strategy and get the gist strategy in every paragraph of the text.

d) Wrap-up after reading

Ask the students to answer the following questions:

(1) Ask questions : What questions would show we understand the most important information? What are the answers to these questions?

(2) Review : What did we learn?[44]

After the students finish applying those strategies by answering those questions, the teacher ask the students to present their answer and discuss the answers together.

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[44] http://education.wm.edu/centers/ttac/documents/ict/reading/csrplan. pdf. April 7, 2013

c. Advantages and Disadvantages of CSR Technique

1) Advantages of CSR Technique

There are some advantages of CSR technique namely (a) the students feel enjoy in learning process, (b) it improves understanding of reading skill, (c) it makes the students easier in understanding reading material because they study in a group, (d) it increases the students' vocabularies, (e) it improves the students' cooperative skill, (f) the students are motivated to learn reading comprehension, and (g) the students become active to study in group.

2) Disadvantages of CSR Technique

Some disadvantages of CSR technique are (a) it needs long time to apply CSR technique; (b) the weak students need long time to understand about areading material because the teacher only presents the material; and (c) the students will feel bored if the teacher cannot manage the class well.[45]

B. Action Hypothesis

Based on the theoretical review above, the researcher formulates the action hypothesis that the use of CSR technique can improve the students' reading comprehension.

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[45]http://walanggepuk12.blogspot.com/2012/08/teaching-narrative-text-using-csr.html. April 22, 2013

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Study

The object of this research is the students' reading comprehension. The kind of this research is classroom action research. The kind of this research is classroom action research. According to McNiff action research is a specific method to conduct a research in your own learning.[1] Furthermore, Suhardjono states that classroom action research is an action research which is conducted in the class to repair and improve quality of learning activity.[2] It can be inferred that classroom action research is the inquiry toward the problems faced in the learning activity by conducting an action to improve the quality of process and the result of learning.

Meanwhile, Arikunto asserts that in classroom action research it is suggested to conduct collaborative research for new researcher. It means that the research is conducted together with friend.[3] Hence, the researcher asked Mrs. Sepri Martika, S.Pd as collaborator in doing this research cooperatively.

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

[2] Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2007), p.58

[3] *Ibid.*, p.22

In this research, the researcher conducted four steps in two cycles namely planning, acting, observing, and reflecting. Those steps can be seen in this following design:

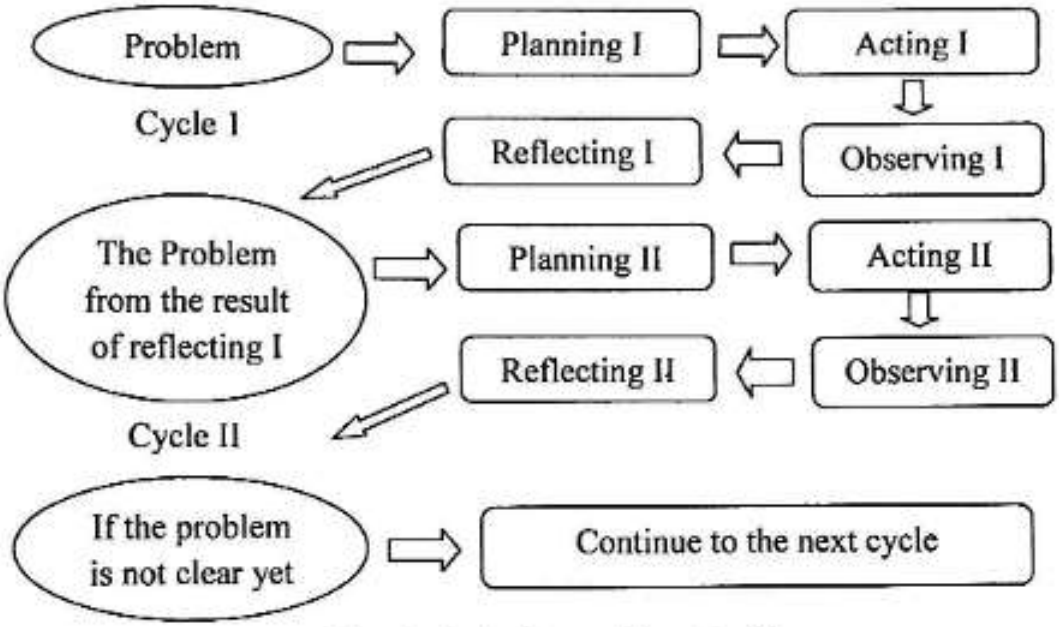


Figure 1. Action Research Procedures[4]

From the design above, here is the explanation about four steps of action research procedures were conducted in each cycle:

1. Cycle I

a. Planning

Planning is a step to make arrangement for action project which explains about what, why, when, where, who, and how the action will be done.[5] In this step, the researcher conducted some plans namely:

1) The researcher identified the problems and found the problem solving.

2) The researcher made a lesson plan to teach reading.

[4] *Ibid.*, p.74
[5] *Ibid.*, p. 75

3) The researcher prepared the material, technique, and media of teaching reading.

4) The researcher prepared observation and evaluation sheet.

b. Acting

Acting is the implementation of planning by doing action in the class.[6] It is realization from the reasercher's project. In this research, the researcher was as a teacher doing some actions as follows:

1) The teacher divided the students into small group which every group consisted of 5 students.

2) By using learning log of CSR the teacher explained and gave example about four reading strategies of CSR technique.

3) After the students had understood CSR technique well, the teacher gave a text and learning log for every student to be comprehended cooperatively.

4) The teacher guided and helped the students in the learning process.

c. Observing

In observing, the researcher observes and records everything which is needed and happened during the implementation of acting is going on.[7] Accordingly, the researcher wrote the important things on observation sheet to get the accurate data to make reparation for next cycle.

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[6] *Ibid.*, p. 18
[7] *Ibid.*, p.78

d. Reflecting

Reflecting is a step to analyse the acting which has been conducted based on the collected data, then evaluate the acting to improve on the next acting.[8] In this step, the researcher and collaborator identified how the effect of the acting was, what thing which had to be repaired was, and what thing which became an attention on the next acting was. Thus, the result of reflecting was a reference for the researcher to make new plan in the next cycle.

2. Cycle II

a. Planning

Some plans in cycle II are:

1) The researcher found the problem solving in the learning process of cycle I.
2) The researcher prepared lesson plan, material and media, technique, observation, and evaluation sheet.

b. Acting

In acting, the researcher implemented the action plan II in this cycle.

c. Observing

The researcher observed and recorded the learning process by using observation sheet to collect the data in action plan II.

d. Reflecting

The researcher reflected the acting which had been conducted and identified the result of observation in the learning process.

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[8] *Ibid.*, p.80

B. Setting and Subject of the Study

The researcher conducted this research in Senior High School 2 Liwa which is located in Seranggas, West Lampung. The subject of this research was the twelfth graders of science 1. The researcher chose this class because most of students in the class had low skill and score in reading comprehension. The total of the students can be seen below:

Tabel 2
The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	XII IPA 1	8	22	30

C. Data Collection Technique

To collect the data, the researcher used some techniques namely:

1. Test

Test is the sequence of questions or statements which are used to measure skill, knowledge, intelligence, ability, or talent which is possessed by individual or group.[9] The test consisted of pre-test and post-test. Here is the explanation about each kind of test:

a. Pre-test

The researcher conducted pre-test to the students in the first meeting before doing treatment. The aim of conducting pre-test is to know the

[9] Edi Kusnadi, *Metode Penelitian,* (Metro: STAIN Metro, 2008), p. 90

students' reading comprehension skill before giving the action in the learning activity. Hence, the researcher used multiple choice questions to assess the students' reading comprehension.

b. Post-test

After doing the treatment, the researcher conducted post-test in the last meeting. The post test is to know whether the treatment give the improvement to the students' reading comprehension or not. Thus, in the post test the researcher also gave multiple choice questions.

2. Observation

Observation is the election, alteration, registration, and coding of action and situation of organism in line with the empiric purpose. [10] In this technique, the researcher observed the students directly when learning process was being conducted to get some information which is needed for this research.

3. Documentation

Documentation is a method which is used to get information from the written sources or documents such as book, magazine, regulations, minutebook, notes, and others.[11] It means that formal and informal documents are very important to collect data which is required by the researcher.

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[10] *Ibid.*, p. 98
[11] *Ibid.*, p. 102

4. Field Note

Field note is an instrument to note all of phenomenon in the classroom when the acting is being conducted by the teacher.[12] In this research, the researcher used field note to know students' and teacher's activities in the learning process.

5. Interview

Interview is a dialogue or question which is done by an interviewer to get information from the interviewee directly or indirectly with the data source.[13] In this research, interview was done by doing communication interaction between teacher and students. It was conducted to get important information about the problems which were found in the class. Besides that, the interviewer wanted to know the opinion of teacher and students about the using of CSR technique in improving the students' reading comprehension in the learning process.

D. Indicator of Success

Indicator of success can be grouped into two aspects, they are:

1. It improves the learning process. It can be described as follows:
   a) The learning process becomes interesting and fun.
   b) The students become more enthusiastic and active in the learning process.

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[12] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Prenada Media Group, 2009), p. 98
[13] Edi Kusnadi, *Op.cit., p. 96*

c) The students are able to use CSR technique in comprehending the text well.

2. It increases the product of learning. It can be determined as follows:

a) The students' reading scores increase significantly.

b) 85% of students pass KKM of English that is 70.

E. Data Analysis Method

Data analysis is a process to simplify the data into a form which can be read and interpreted easily.[14] In this research, data analysis was conducted by counting the average score of pre-test and post-test. The research used SPSS program to analyze the data. The formula for counting the average score is as follows:

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

Notes:

$\overline{X}$ = Mean

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

N = Number of students[15]

[14] *Ibid.*, p. 122

[15] Burhan Nurgiyantoro, dkk, *Statistik Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p.64

CHAPTER IV

RESULT AND DISCUSSION OF THE RESEARCH

A. Description of the Research Result

This research was conducted in two cycles. The first cycle was started on July 22, 2013 while the second cycle was started on July 29, 2013. Here is the explanation of each cycle.

1. Cycle 1

Cycle I consisted of planning, acting, observing, and reflecting. Before giving a treatment, the researcher conducted a pre-test. The students' reading score in pre-test (see appendix 11) is counted by SPSS program. It is interpreted in this table below.

Table 3
The Result of Students' Reading Score of Pre-Test in Output I of SPSS

N	Valid	30
	Missing	0
Mean		52.67
Std. Error of Mean		1.822
Median		50.00
Minimum		40
Maximum		75
Percentiles	10	40.50
	25	45.00
	50	50.00
	75	56.25
	90	74.00

From the output above, it can be seen that total of students are 30 students. The students' mean score in pre-test was 52.67 with the standard error 1.822. Therefore, the students' score average became $52.67 \pm (2 \times 1.822) = 49.026$ until 56.314. The median of the students' result was 50. It means that there were 50% of

students who gained score about ≤50 and 50% of students who gained score about ≥50. The minimum score was 40 and the maximum score was 75.

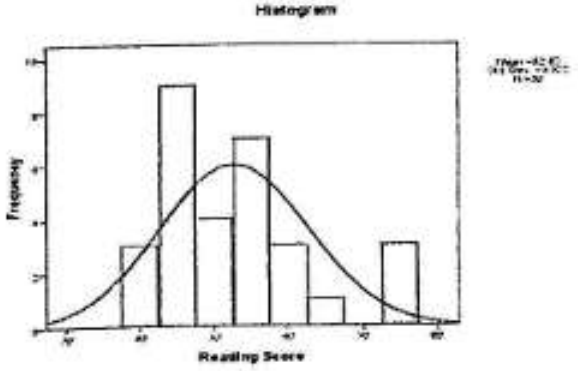
Table 4
The Frequency Table of Students' Reading Score of Pre-Test in Output II of SPSS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	10.0	10.0	10.0
	45	9	30.0	30.0	40.0
	50	4	13.3	13.3	53.3
	55	7	23.3	23.3	76.7
	60	3	10.0	10.0	86.7
	65	1	3.3	3.3	90.0
	75	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

The Output II of SPSS is a description of the students' reading score in the frequency table. There were 3 students or (3/30 * 100%) 10% who gained score 40. Besides that, there were 9 students or 30% who gained score 45, 4 students or 13.3% gained score 50, 7 students or 23.3% gained score 55, 3 students or 10% gained score 60, 1 student or 3.3% gained 65, and 3 students or 10% gained score 75. It means that only 10% of students passed KKM of English.

Based on the frequency table above, the distribution data of pre-test was normal. It had been shown in this histogram which had a normal curva liked a bell.

Figure 2
Histogram of Students' Reading Score of Pre-test in Output III of SPSS



Based on the Output of SPSS I, II, and III above, it can be identified that almost all of students class twelve of science 1 had low score and skill in reading comprehension. Therefore, the researcher made a planning to conduct a treatment. Here is the explanation of cycle I.

a. Planning

Firstly, on July 18, 2013 the researcher administered a pre-test. It was opened by greeting, praying, and checking the attendance list. Then, the researcher gave a pre test to the students which consisted of 20 questions of multiple choices.

The students' result in pre-test showed that the students' reading score was still low. In other words, the students' reading comprehension was low too. Yet, the researcher directly prepared the lesson plan such as; the material, technique, media, handout, task, and evaluation. Those were used to teach reading by using CSR technique as a treatment to improve the students' reading comprehension.

b. Acting

On July 22, 2013 the researcher conducted the treatment to the students. The researcher as a teacher started to guide the students to learn about narrative text. Firstly, the teacher asked "*What type of the text was in the questions of pre-test yesterday?*" The student said that *the type of the text is narrative text.* After that, the teacher asked "*What is narrative text?*" The student answered well that *narrative text is a text which tells a story about people or animal.* Then, the teacher asked again about the function and generic structures of narrative text. The

students were confused so the teacher explained that *a narrative text is to entertain the readers with a story. The generic structures of narrative text are orientation, complication, and resolution. Orientation explains about time, characters, and place of a story, while complication tells about the problems in the story, and the last resolution is problem solving of story which is ending of the story.*

After that, the teacher gave a narrative text to all students. Then, the teacher asked them to determine the generic structures of the story. Almost all of students could do it well. Therefore the teacher continued the learning by introducing CSR technique to comprehend the narrative text easily.

At the first, the teacher explained that in this technique the students should work cooperatively. So the teacher led the students to make a small group which consisted of five students for each group. Yet, there were six groups which had been made in the learning activity.

After that, the teacher gave an example of learning log as the students' handout to apply the technique. Then, the teacher explained about some reading strategies of CSR technique. In before reading, there are two strategies, those are brainstorming and predicting. The students should write what they already know about the text by skimming the title and the text. Besides that, the students should predict what they will learn in the text. In during reading, there are clunk words and gist. After the students read every paragraph of the text, they should find the

difficult word and the meaning. Afterwards, the students should found the main idea of each paragraph. Both steps should be repeated for the next paragraph. Finally in after reading, the students should make some questions and make a summary from the text.

Afterwards, the teacher gave a learning log and a text with the title "Romeo and Juliet" to be comprehended. The teacher assisted the students in the learning process. After that, the teacher asked every group to present their result. Firstly, the first group read their result of brainstorming. Then, the second group read their result of predicting. After that, the teacher asked the student to read the first paragraph. Afterwards, the third group read the difficult words which they found and told the meaning. After that, the fourth group read the main idea of the first paragraph. The same steps were done to continue for the second and third paragraph. Then, the teacher asked the fifth and the sixth group to give some questions to whole class to be answered orally. Finally, every group shared about the summary and moral value which could be concluded from the text. In the end of meeting, the teacher conducted post-test 1. The test was consisted of 20 questions of multiple choices.

c. Observing

When doing the treatment in cycle I, almost all of students were interested in learning process. They could answer the teacher's questions about narrative text well. Besides that, they heard the explanation about CSR technique carefully.

However, the students still confused to apply it because they just knew the technique. Therefore, the teacher should explain more detail about those reading strategies in each group.

The learning activity was not so active because only two or one student in each group shared their idea about the text. Most of students were only silent. They cheated their friends' result to be written in their learning log and sometimes made noisy. However, the students' reading score in cycle 1 had increased from the students' score in pre-test. It was proofed by the following explanation of the observation result in learning process and students' reading score of post-test 1.

1) Learning Process

In learning process, there were five indicators which were observed to know the students' activities. The indicators are (a) The students pay attention to the teacher's explanation about CSR technique; (b) the students are able to use reading strategies of CSR technique; (c) the students are active in working cooperatively to comprehend the content of the text; (d) the students can give opinion to answer the questions of each reading strategy; and (e) the students are responsible towards their role in the group. The result of the students' activities which were observed in learning process are as follows:

Table 5
The Students' Activities in Learning Process of Cycle I

No	Students' Activities	Frequency	Percentage (%)
1	The students pay attention to the teacher's explanation about CSR technique.	22	73.33%
2	The students are able to use reading strategies of CSR technique.	7	23.33%
3	The students are active in working cooperatively to comprehend the text.	9	30%
4	The students can give opinion to answer the questions of each reading strategy.	8	26.67%
5	The students are responsible towards their role in the group.	7	23.33%
Total of Students		30	

From the table above, it can be seen that there were 22 students (73.33%) who paid attention to the teacher's explanation, 7 students (23.33%) who were able to use reading strategies, 9 students (30%) were active in working cooperatively, 8 students (26.67) could give opinion to answer the questions of reading strategy, and 7 students (23.33%) were responsible towards their role in the group.

The result of the students' activities above is also supported by the result of interview conducted (see appendix 14). It showed that in the learning process most of students did not feel interested and active in comprehending the text by using CSR technique yet. They still felt difficult to apply some reading strategies of CSR technique. Thus, most of students could not improve their comprehension significantly.

2) The Students' Reading Score of Post-Test 1 in Cycle I

After the treatment had been done, the teacher took post-test 1. The result of students' reading score of Post-test 1 (see appendix 11) is counted by SPSS. The result of students' score in post-test 1 is as follows:

Table 6
The Result of Students' Reading Score of Post-Test 1 in Cycle I in Output I of SPSS

N	Valid	30
	Missing	0
Mean		79.33
Std. Error of Mean		1.285
Media		80.00
Minimum		65
Maximum		90
Percentiles	10	65.00
	25	75.00
	50	80.00
	75	85.00
	90	85.00

From the output above, it can be seen that the mean score was 79.33 with the standard error 1.285. Nonetheless, the mean of students' score became 79.33 ± (2 x 1.285) = 76.76 until 81.9. The median of the students' result was 80. It means that there were 50% of students who gained score ≤80 and 50% of students gained score ≥80. The minimum score was 65 and the maximum score was 90.

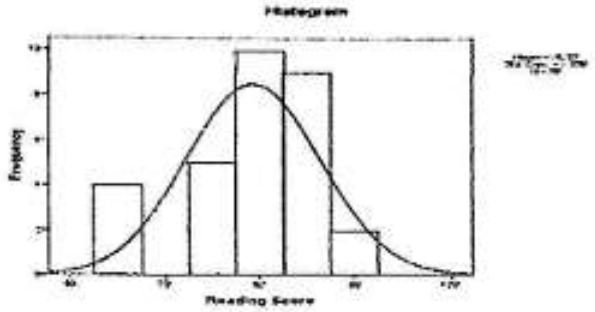
Table 7
The Frequency Table of Students' Reading Score of Post-Test 1 in Cycle I in Output II of SPSS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	4	13.3	13.3	13.3
	75	5	16.7	16.7	30.0
	80	10	33.3	33.3	63.3
	85	9	30.0	30.0	93.3
	90	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The output II of SPSS above shows that there were 4 students who gained score 65 or (4/30 * 100%) 13.3%. There were 5 students or 16.7% gained score 75, 10 students or 33.3% gained score 80, 9 student or 30% gained score 85, and 2 students or 90% gained score 90. It means that there were 86.7% of students who passed KKM of English.

The students' result based on the frequency was normal. It had been shown in the following histogram which had a normal curva liked a bell.

Figure 3
Histogram of Students' Reading Score of Post-Test 1 in Cycle II in Output III of SPSS



Based on the explanation above, it can be inferred that the students' activities in the learning process were still average because not all students were active in working cooperatively. However, almost all of the students' reading score had increased after applying CSR technique. As a result, the researcher would repair some weaknesses of the learning process in reflecting to be continued to the next treatment.

d. Reflecting

In this step, the researcher reflected the result of acting and observing of cycle 1. There were some weaknesses which should be repaired. The first was many students who did not understand CSR technique well. They still confused to apply some reading strategies in reading activity. The second was the students felt difficult to answer those questions of each strategy. They still confused and doubted to make a sentence as an answer of the question. The third most of

students did not responsible towards their role in the group. The last problem was the teacher did not give the example of brainstorming and predicting strategy well so the students found the difficulty in answering some questions of both strategies. As a result, the researcher would find the solution of some problems above in planning activity in cycle II.

2. Cycle II

The researcher continued the treatment in cycle II with the same steps. Those are planning, acting, observing, and reflecting. Here is the explanation of four steps in the second cycle.

a. Planning

Based on observing and reflecting result above, there were some solutions for some problems mentioned. The first was the teacher would explain more about each strategy of CSR technique. The second was the teacher would guide them to answer the question by correcting the sentences which they had made. The third was the teacher would always encourage them to be active in sharing and giving idea so they became responsible toward their role and work. The last solution was the teacher would give two pictures for each group. By looking those pictures, it is hoped that the students could brainstorm and predict easier than before. After the researcher found the solutions for some problems above, the researcher prepared the lesson plan to continue the treatment in cycle II.

b. Acting

On July 29, 2013 the researcher as a teacher conducted the next treatment in the second cycle. At the first, the teacher asked the students to make a small group which consisted of five students. After that, the teacher gave a narrative text, learning log, and related pictures for each student. Then, the teacher asked them to use CSR technique to comprehend the text.

Firstly, the teacher led the students to brainstorm and predict the text. In brainstorming, the teacher asked the students to look at the first picture and gave some questions. Those questions are "who are characters in the story?" and "where did it happen?" The students discussed it to be written in brainstorming column. Afterwards, the students looked at the second picture to be predicted and discussed it with their small group. Then, they read the first paragraph, found the difficult word, and identified main idea. Those steps were done for the second and third paragraph. Finally, the students made some questions with the answers and a summary from the text which had been read. In the end of meeting, the teacher conducted a post-test 2 in cycle II. It consisted of 20 questions of multiple choices.

c. Observing

In the learning process of cycle II, almost all of students had understood CSR technique well. They could use some reading strategies of CSR technique well. Besides that, they were active in sharing and giving idea in comprehending the text. They were also responsible towards their role in working cooperatively. In this cycle not only the learning process was successful enough but also all of the

students' reading score had increased from the students' score of post-test 1. It was proofed by the following explanation of observation result and students' score.

1) Learning Process

In learning process, there were five indicators which were observed to know the students' activities. The indicators are (a) The students pay attention to the teacher's explanation about CSR technique; (b) the students are able to use reading strategies of CSR technique; (c) the students are active in working cooperatively to comprehend the content of the text; (d) the students can give opinion to answer the questions of each reading strategy; and (e) the students are responsible towards their role in the group. The result of the students' activities which were observed in learning process are as follows:

Table 8
The Students' Activities in Learning Process of Cycle I

No	Students' Activities	Frequency	Percentage (%)
1	The students pay attention to the teacher's explanation about CSR technique.	30	100%
2	The students are able to use reading strategies of CSR technique.	24	80%
3	The students are active in working cooperatively to comprehend the content of the text.	27	90%
4	The students can give opinion to answer the questions of each reading strategy.	23	76.67%
5	The students are responsible towards their role in the group.	24	80%
Total of Students		30	

From the table above, it can be seen that there were 30 students (100%) who paid attention to the teacher's explanation, 24 students (80%) who were able to use reading strategies, 27 students (90%) were active in working cooperatively, 23

students (76.67%) could give opinion to answer the questions of reading strategy, and 24 students (80%) were responsible towards their role in the group.

The result above is supported by the interview result (see appendix 14). It showed that in this learning process all of students felt interested, motivated, and active in comprehending the text using CSR technique. The students had understood to use some reading strategies of CSR technique. Hence, by using CSR technique the students could improve their comprehension significantly.

2) The Students' Reading Score of Post-Test 2 in Cycle II

After the treatment process had been done, the teacher took post-test 2. The result of the students' reading score of post-test 2 (see appendix 11) in cycle II is counted by SPSS program. It is interpreted in this table below.

Table 9
The Result of Students' Reading Score of Post-Test 2 in Cycle II in Output I of SPSS

N	Valid	30
	Missing	0
Mean		90.83
Std. Error of Mean		75
Median		95.00
Minimum		75
Maximum		100
Percentiles	10	75.50
	25	85.00
	50	95.00
	75	95.00
	90	100.00

Referring to the table above, it can be seen that the mean score was 90.83 with the standard error 1.479. The students' mean score became 90.83 ± (2 x 1.479) = 87.872 until 93.788. The median of the students' result was 95. It means that there

were 50% of students who gained score about ≤95 and 50% of students gained score about ≥95. The minimum score was 75 and the maximum score was 100.

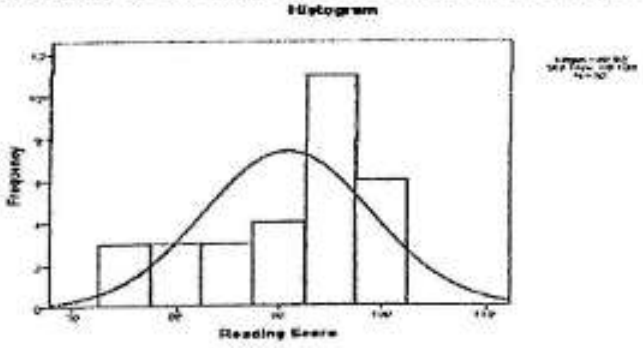
Table 10
The Frequency Table of Students' Reading Score of Post-Test 2 in Cycle II in Output II of SPSS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	3	10.0	10.0	10.0
	80	3	10.0	10.0	20.0
	85	3	10.0	10.0	30.0
	90	4	13.3	13.3	43.3
	95	11	36.7	36.7	80.0
	100	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

The output II of SPSS above shows that there was 3 students who gained score 75 or (3 / 30 * 100%) 10%. There were 3 students or 10.0% who gained score 80, 3 students or 10% who gained score 85, 4 students or 13.3% who gained score 90, 11 students or 36.7% gained score 95, and 6 students or 20% who gained score 10. It means that there were 100% of students who passed KKM of English.

The students' result based on the frequency was normal. It was shown in the following histogram which had a normal curva liked a bell.

Figure 4
Histogram of Students' Reading Score of Post-Test 2 in Output III of SPSS



From the explanation of the observation result above, it can be concluded that there is significant improvement on the students' activeness in comprehending the

text and significant increasing on the students' reading score. The students' score in post test were from 75 until 100. It would be better to say that all of students had passed Grade Minimum Requirement (KKM) of English that is 70.

3) Reflecting

In this step the researcher reflected the result of acting and observing in cycle II. The researcher did not find any weaknesses in the learning process. In this meeting the students had been active in working cooperatively by sharing one another. They had understood some reading strategies of CSR technique well so they could apply it easily and comprehend the text well. It is supported by the significant increasing of the average of students' reading score from post-test I to post-test 2. It was from 79.33 to 90.83. In other words, this research is successful enough to improve the students' reading comprehension using CSR technique in reading activity.

B. DISCUSSION

In this session the researcher would discuss the result of the research which had been conducted. The researcher would like to explain the students' result by comparing the data as follows:

1. The Result of the Students' Activities in the Learning Process

The students' activities data is got from the result of observation sheet. The comparison of students' activities in cycle I and cycle II can be seen below:

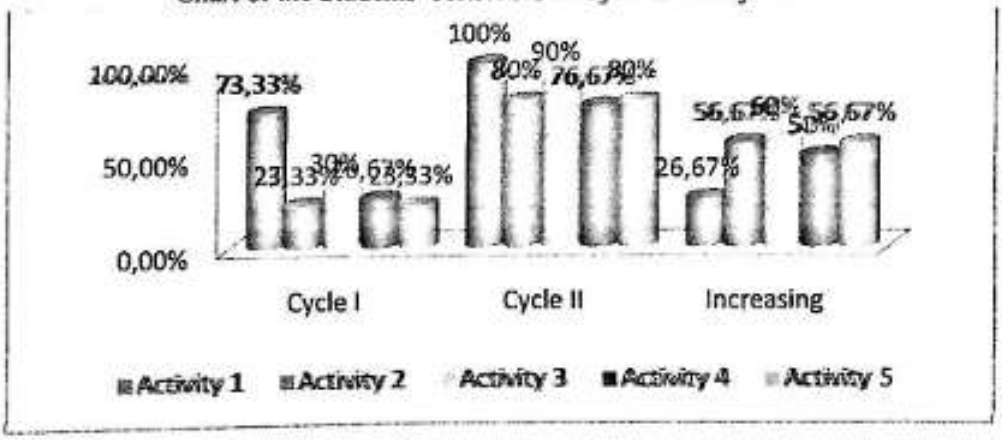
Table 11
The Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle 2		Increasing
		F	Percentage %	F	Percentage %	
1	The students pay attention to the teacher's explanation about CSR technique.	22	73.33 %	30	100%	26.67%
2	The students are able to use reading strategies of CSR technique.	7	23.33%	24	80%	56.67%
3	The students are active in working cooperatively to comprehend the content of the text.	9	30%	27	90%	60%
4	The students can give opinion to answer the questions of each reading strategy.	8	26.67%	23	76.67%	50%
5	The students are responsible towards their role in the group.	7	23.33%	24	80%	56.67%

Source : The result of observation sheet

From the data above, the following chart is to describe the students' activities in the learning process:

Figure 5
Chart of the Students' Activities in Cycle I and Cycle II



Based on table and chart above, it can be seen that the students' activities in cycle I and cycle II improved. It can be explained as follows:

a. The students Pays attention to the teacher's explanation of CSR technique

The students' attention to the teacher' explanation from cycle I to cycle II improved. It was only 73.33% in cycle I while in cycle II was 100%. It means that, it increased 26.67%.

b. The students are able to use some reading strategies of CSR technique

In cycle I most of students felt difficult to use reading strategies in comprehending the text while in cycle II they felt easy and active using the strategies. It was only 23.33% in cycle and 80% in cycle II or increased 56.67%.

c. The students are active in working cooperatively to comprehend the text

In cycle I most of students were only silent in working cooperatively while there was improving in cycle II that most of students had been active to work cooperatively. It can be counted that only 30% in cycle I and 90% in cycle 2 or increased 60%.

d. The students can give opinion to answer the questions of each strategy

In cycle I only two or one student in every group who shared their opinion to answer the question while in cycle II every student in each group had been active to deliver their idea in comprehending the text. The students' activities improved from 26.67% in cycle I to 76.67% in cycle II or increased 50%.

e. The students are responsible towards their role in the group

In cycle I most of students were not serious and responsible towards their role and work. They only cheated their friends' result. However in cycle II every student in the group played their role responsibly. They work cooperatively to comprehend and understand the content of the text they read. It was improved from 23.33% in cycle I to 80% in cycle II or increased 56.67%.

Based on the data above, it can be concluded that there is improvement toward the students' activities from cycle I to cycle II. In other words, by using CSR technique the students felt easier and more active to comprehend the text using some reading strategies of CSR and work cooperatively with their friends in small group.

2. The Result of the Students' Reading Score in Cycle I

The researcher conducted post-test 1 in this cycle. Here is the comparison of the students' score in pre-test and post-test 1.

Table 12
The Comparison of Students' Reading Score in Pre-test and Post-test 1

No	Name	Pre-test Score	Reading Score in Post-test 1	Increasing score	Increasing percentage	Note
1	AF	55	85	30	54.54%	Increase
2	AG	50	75	25	50.00%	Increase
3	AR	40	80	40	100.00%	Increase
4	AS	45	75	30	66.67%	Increase
5	DY	50	85	35	70.00%	Increase
6	DU	65	85	20	30.77%	Increase
7	EP	75	65	-10	-10%	Decrease
8	ER	45	75	30	66.67%	Increase
9	GP	60	85	25	41.67%	Increase
10	HN	50	80	30	60.00%	Increase
11	IH	55	90	35	63.63%	Increase
12	JY	45	85	40	88.89%	Increase
13	JS	45	80	35	77.78%	Increase
14	LV	45	75	30	66.67%	Increase
15	MF	45	85	40	88.89%	Increase
16	MI	55	85	30	54.54%	Increase
17	MO	45	85	40	88.89%	Increase
18	MY	40	80	40	100.00%	Increase
19	ON	55	65	10	18.18%	Increase
20	RA	75	65	-10	-10%	Decrease
21	RY	50	80	30	60.00%	Increase
22	RN	75	65	-10	-10%	Decrease
23	RS	45	80	35	77.78%	Increase
24	SF	60	85	25	41.67%	Increase
25	SM	55	75	20	36.36%	Increase
26	SS	55	80	25	45.45%	Increase
27	SY	40	80	40	100.00%	Increase
28	YM	55	90	35	63.63%	Increase
29	YN	45	80	35	77.78%	Increase
30	YO	60	80	20	33.33%	Increase
Total score		**1580**	**2380**	**800**	**1693.79%**	**Increase**
Highest score		**75**	**90**	**15**	**20.00%**	**Increase**
Average		**52.67**	**79.33**	**26.66**	**50.62%**	**Increase**
Lowest score		**40**	**65**	**25**	**62.50%**	**Increase**

Source : Table of the Students' Reading Score in Pre-test and Post-test 1

Based on the result above, it can be seen that the students' average score increased from 52.67 in pre-test to 79.33 in post-test 1. The highest score in pre-test was 75 while in post-test I was 90. Moreover, the lowest score in pre-test was 40 while in post-test 1 was 65. Besides that, in pre-test there were 3 students or 10% who passed KKM while in post-test 1 there were 26 students or 86.67% too. It means that the students' score in post-test 1 had increased from pre-test.

3. The Result of the Students' Reading Score in Cycle II

This table is to describe the comparison of the students' result in post-test 1 and 2.

Table 13
The Comparison of Students' Reading Score in Post-test 1 and Post-test 2

No	Name	Reading Score in Post-test 1	Reading Score in Post-test 2	Increasing score	Increasing percentage	Note
1	AF	85	95	10	11.76%	Increase
2	AG	75	90	15	20.00%	Increase
3	AR	80	85	5	6.00%	Increase
4	AS	75	90	15	20.00%	Increase
5	DY	85	80	-5	-5%	Decrease
6	DU	85	80	-5	-5%	Decrease
7	EP	65	75	10	15.38%	Increase
8	ER	75	90	15	20.00%	Increase
9	GP	85	95	10	11.76%	Increase
10	HN	80	100	20	25.00%	Increase
11	IH	90	95	5	5.56%	Increase
12	JY	85	95	10	11.76%	Increase
13	JS	80	95	15	18.75%	Increase
14	LV	75	80	5	6.67%	Increase
15	MF	85	95	10	11.76%	Increase
16	MI	85	95	10	11.76%	Increase
17	MO	85	100	15	17.65%	Increase
18	MY	80	100	20	25.00%	Increase
19	ON	65	85	20	30.77%	Increase
20	RA	65	95	30	46.15%	Increase
21	RY	80	95	15	18.75%	Increase
22	RN	65	95	30	46.15%	Increase
23	RS	80	90	10	12.50%	Increase
24	SF	85	100	15	17.65%	Increase
25	SM	75	95	20	26.67%	Increase
26	SS	80	75	-5	-5%	Decrease
27	SY	80	85	5	6.25%	Increase
28	YM	90	100	10	11.11%	Increase
29	YN	80	75	-5	-5%	Decrease
30	YO	80	100	20	25.00%	Increase
Total score		**2380**	**2725**	**345**	**459.81%**	**Increase**
Highest score		**90**	**100**	**10**	**11.11%**	**Increase**
Average		**79.33**	**90.83**	**11.50**	**11.50%**	**Increase**
Lowest score		**65**	**75**	**10**	**15.38%**	**Increase**

Source : Table of the Students' Reading Score in Post-test 1 and Post-test 2

Referring to the table above, it can be seen that the students' score was increased from 79.33 in post-test 1 to 90.83 in post-test 2. The highest score in post-test was 90 while the highest score in post-test 2 was 100. Moreover, the lowest score in post-test 1 was 65 while the lowest score in post-test 2 was 75. It means that in post-test 2 there were 30 students or 100% of students passed KKM of English. In other word, this research is successful enough to improve the students' reading score.

4. The Comparison of Pre-test and Post-test

From the students' result above, it can be compared below:

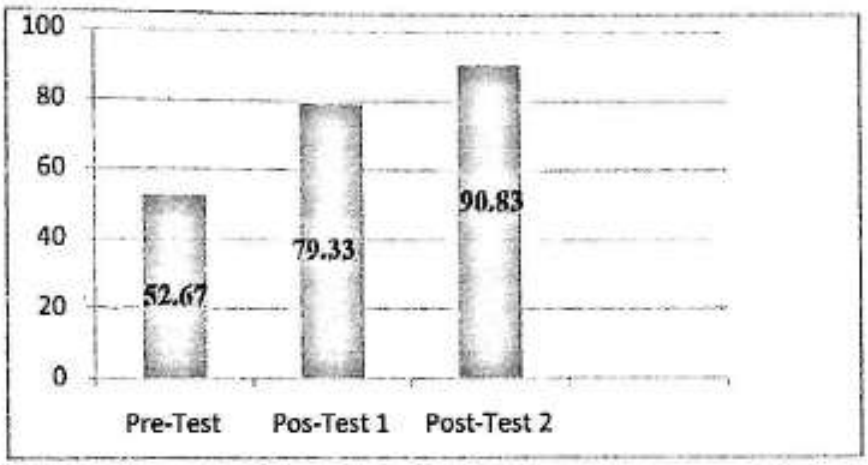
Table 14
The Comparison of Students' Reading Score in Pre-test, Post-test 1,and Post-test 2

No	Name	Pre-test Score	Reading Score in Post-test 1	Reading Score in Post-test 2
1	AF	55	85	95
2	AQ	50	75	90
3	AR	40	80	85
4	AS	45	75	90
5	DY	50	85	80
6	DU	65	85	80
7	EP	75	65	75
8	ER	45	75	90
9	GP	60	85	95
10	HN	50	80	100
11	IH	55	90	95
12	JY	45	85	95
13	JS	45	80	95
14	LV	45	75	80
15	MF	45	85	95
16	MI	55	85	95
17	MO	45	85	100
18	MY	40	80	100
19	ON	55	65	85
20	RA	75	65	95
21	RY	50	80	95
22	RN	75	65	95
23	RS	45	80	90
24	SF	60	85	100
25	SM	55	75	95
26	SS	55	80	75
27	SY	40	80	85
28	YM	55	90	100
29	YN	45	80	75
30	YO	60	80	100
Total score		1580	2380	2725
Highest score		75	90	100
Average		52.67	79.33	90.83
Lowest score		40	65	75

Source : Table of the students' reading score in pre-test, post-test 1 and post-test 2

From the table above, the increasing of the students' reading score is described in the chart below.

Figure 6
Chart of Students' Result in Pre-Test, Post-Test 1, and Post-Test 2



Source: Table of the Students' Result in pre-test, post-test 1, and post-test 2

Based on the data above, it shows that the students' average was increased significantly from pre-test to post-test 1 to post-test 2. It was from 52.67 in pre-test to 79.33 post-test 1 or increased 26.66, while the increasing of post-test 1 to post-test 2 was from 79.33 to 90.83 or increased 11.5. It means that the increasing from pre-test to post-test 1 was 50.62% while the increasing from post-test 1 to post-test 2 was 14.50%. Hence, it can be inferred that the use of CSR technique can improve the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the result and discussion of the research, the researcher eagerly would like to conclude this research that the use of CSR technique in reading activity can create the students' interested and activeness in learning process. The students were involved in working cooperatively to share and deliver their idea to answer each question of each reading strategy of CSR technique. Hence, it made them felt easier in comprehending the text by using the technique.

In line with the conclusion above, CSR technique also can increase the students' reading score significantly. It was showed by the progress of the students' average score in pre-test, post-test 1, and post-test 2. It was from 52.67 in pre-test to 79.33 post-test 1 or increased 26.66, while the increasing of post-test 1 to post-test 2 was from 79.33 to 90.83 or increased 11.5. It means that the increasing from pre-test to post-test 1 was 50.62% while the increasing from post-test 1 to post-test 2 was 14.50%. Besides that, in post-test 2 all of students or 100% of students passed KKM of English. Thus, it can be inferred that the use of CSR technique could improve the students' reading comprehension at the twelfth graders of Senior High School 2 Liwa in academic year 2013/2014.

B. Suggestion

Through this research, the researcher would like to constructively give suggestions for:

1. Students

   a. The students should be active in the learning process especially English subject.

   b. The students are suggested to improve their reading comprehension by using Collaborative Strategic Reading (CSR) technique.

   c. The students should be accustomed to use some reading strategies in comprehending the content of the text.

   d. The students should be accustomed to read English text to improve their reading skill.

2. English Teacher

   a. The English teacher should have various techniques in teaching reading, especially applying CSR technique to improve the students' skill in reading comprehension.

   b. The English teacher should teach the students about some reading strategies which can be used in reading activity to comprehend the text easily.

   c. The English teacher should always guide and assist the students in the learning process especially in reading comprehension.

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CURRICULUM VITAE

Esti Fenita was born on April 7, 1991. Firstly, she went to school at State Elementary School 1 Waymengaku West Lampung (1997-2003). After finishing her study at the school, she continued to study at State Junior High School 1 Liwa West Lampung (2003-2006). Then, she decided to extend her study at State Senior High School 1 Liwa for three years (2006–2009). In addition, STAIN Jurai Siwo Metro has become her next direction to continue her study since 2009. Her personal interest covers are: reading and writing. Her research interests deal with reading.

PERPUSTAKAAN STAIN JURAI SIWO METRO