

**IMPROVING STUDENTS' READING COMPREHENSION
OF DESCRIPTIVE TEXTS
THROUGH COLLABORATIVE STRATEGIC READING
AT GRADE X 4 OF SMAN 8 PADANG**

THESIS



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ABSTRAK

Neneng Sulastrri, 2012. Meningkatkan Pemahaman Membaca Siswa terhadap Teks Deskriptif Melalui Collaborative Strategic Reading (CSR) Pada Siswa Kelas X4 SMAN 8 Padang. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa terhadap teks deskriptif melalui Collaborative Strategy Reading (CSR) pada siswa kelas X4 SMAN 8 Padang. Di samping itu, penelitian ini juga untuk menemukan faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa terhadap teks deskriptif melalui Collaborative Strategy Reading (CSR).

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan partisipan penelitian siswa kelas X4 SMAN 8 Padang yang terdiri dari tiga puluh lima siswa. Instrument yang digunakan dalam mengumpulkan data adalah lembar observasi, catatan lapangan, interview, hasil tugas dan tes pemahaman bacaan. Penelitian ini terdiri dari 11 kali pertemuan dalam tiga siklus. Masing-masing siklus menerapkan empat tahap yaitu perencanaan, pelaksanaan, pengamatan dan refleksi.

Hasil temuan dari tiga siklus dalam penelitian ini menunjukkan bahwa pemahaman membaca siswa terhadap teks deskriptif meningkat dengan menerapkan Collaborative Strategy Reading (CSR). Peningkatannya dapat dilihat dari hasil rata-rata nilai tes siswa pada siklus pertama yaitu 59,09. Pada siklus kedua meningkat menjadi 71,89, dan pada siklus ketiga menjadi 79,09. Penelitian ini juga menemukan beberapa faktor yang mendukung meningkatnya pemahaman membaca siswa terhadap teks deskriptif melalui Collaborative Strategy Reading (CSR) yakni pengetahuan awal yang dimiliki siswa, pendekatan mengajar, strategi guru, manajemen kelas, aktifitas kelas, dan motivasi yang diberikan guru kepada siswa.

Dari penjelasan diatas, dapat disimpulkan bahwa dengan menggunakan Collaborative Strategy Reading (CSR) dapat meningkatkan pemahaman membaca siswa terhadap teks deskriptif. Diharapkan penelitian ini dapat memberikan sumbangan dan masukan bagi guru-guru bahasa Inggris dalam pembelajaran membaca.

ABSTRACT

Neneng Sulastri, 2012. Improving Students' Reading Comprehension of Descriptive Texts Through Collaborative Strategic Reading (CSR) at Grade X 4 of SMAN 8 Padang

The purpose of this research is to improve the students' reading comprehension of descriptive texts through Collaborative Strategy Reading (CSR) at grade X4 of SMAN 8 Padang and to find out the factors that influence the changes of the students' reading comprehension of descriptive texts through Collaborative Strategy Reading (CSR).

This research was the Classroom Action Research (CAR). The participants were the students at grade X4 of SMAN 8 Padang that consisted of 35 students. The instruments used to collect data in this research were observation sheet, field note, interview, reading task and test which were used to see the development of students' reading comprehension of descriptive text through Collaborative Strategy Reading (CSR). This research consisted of 11 meetings of 3 cycles. Each cycle applied plan, action, observation, and reflection.

The findings of this research showed that the students' reading comprehension of descriptive texts at grade X4 of SMAN 8 Padang improved through Collaborative Strategy Reading (CSR). The improvement could be seen from the result of students' reading comprehension of descriptive test at the first cycle was 59,09. It increased on the second cycle 71.89, and on the third cycle increased to 79.09. The improvement was influenced by several factors such as students' prior knowledge, teacher's approach, teacher's strategy, management of classroom, classroom activities, and teacher's motivation.

From the explanation above, it can be concluded that by applying Collaborative Strategy Reading (CSR), the students' reading comprehension of descriptive texts could be improved. Hopefully, this research could be significant input for English teachers in teaching reading.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is one of the four skills that the students should master in learning English as a compulsory subject in all levels of education. It is the basic skill the students should possess, since through reading the students are able to access other knowledge. In order to absorb the knowledge the students have to be able to read efficiently and effectively. By reading, the students will get much information to enlarge their knowledge. In general, reading is central to the learning process because through reading other learning activities such as listening, writing, and speaking can be formed.

Reading is about understanding written texts. It is an activity to get information from written text. In reading activity, students are required to be able to comprehend the important ideas, all information of reading texts and use it in many contexts, that's why they should improve their understanding through reading activity. In this case, reading skill is very useful activity that should be done as a habit for students because reading will enlarge their knowledge about something. It indicates that reading skill gives important contribution to students' success in learning.

There are some problems faced by the teacher in teaching reading in the classroom. The teacher should give attention to strategy or technique that she used in teaching reading in order to help the students understand what

they read. The teacher must be able to choose an appropriate strategy or technique to her teaching. The teacher should find the problems that the students faced in reading especially in reading comprehension of descriptive text. The teacher should consider what the students needed during the teaching reading of descriptive text. In other word, she should help the students to comprehend the reading of descriptive text.

Furthermore, the researcher should solve the problems above in order to improve students' reading comprehension of descriptive text. The students could be easier to get the meaning of the text. They also could comprehend and answer the questions from the text correctly.

In fact, a great number of the students still get difficulties in reading comprehension of descriptive text. The researcher's experience and observation at SMAN 8 Padang, especially at grade X4, there are some problems found in teaching reading. The first problem is the students have difficulties to comprehend the descriptive text. They do not know how to find detail information in the text. When the researcher asks the students to read and answer the comprehension questions such as the topic, in identifying main ideas, supporting ideas, detail information and identifying references and also how to analyze the generic structure, social function, grammatical features of the text, they cannot answer the questions correctly. Most of them still confuse how to answer the questions well. They seem lazy to do it, they like cheating to their friends. When the teacher discusses the answers together, some of them do not care, and they are not motivated in reading

and also they have low motivation in reading activities, Consequently, the students cannot develop their English creativity and they still have low ability at reading comprehension of descriptive text.

Furthermore, reading is considered as a difficult language skill for the students since they should consider the factors such as grammar, vocabulary, content, schematic structure, so they cannot catch the ideas of the text well. This can be seen from the previous daily reading test result of the students in answering the questions of descriptive texts. The researcher can give the temporary conclusion that the students still have poor English skill, just a very few students can answer the questions correctly. The researcher gave the multiple-choice form test of descriptive reading texts that consisted of 20 items. The data was gotten from test result of the students was low. The data showed unbalanced percentage. It explained only 14,3 % or 5 from 35 students got marks above minimum achievement criteria or KKM that was 70. A great number of students made mistakes in answering the questions of descriptive texts.. Besides, in teaching learning proses only a few students respond the lesson well, and the rest of the students do not respond the lesson or showed no desire to read and answer the questions of reading texts.

In addition, the students also have limited vocabulary. They do not have enough vocabulary to read and understand a text well, so they get difficulties in comprehending the descriptive texts because their vocabularies are limited. It is hard for them to catch the ideas and all information of descriptive texts. When the teacher asks them to read the text, they need to comprehend what

those words in a text mean as a whole, but they get some difficulties to comprehend the text, because they always asks the teacher and their friends the meaning of unknown words, and the result it's difficult for them to comprehend the text well. In other words, the students should have rich vocabulary as an ultimate point to comprehend the texts.

The problems above were caused by some factors which affected students' low reading ability of descriptive texts. The first is chosen materials of teaching. It is important, because chosen materials can influence students' ability in comprehending reading text. Choosing texts or materials of the right difficulty and interest levels will encourage students to read and enjoy what they are reading. Vocabulary, word length, grammatical complexity and sentence length are traditionally used to indicate the difficulty level of a text. In this case, the teacher sometimes chooses reading materials without considering the students' interest, relevant and meaningful materials. The materials are not related to the students's real life, so they do not have background knowledge about the materials presented. In short, inappropriate, or a lack of variety of materials leads to a limited reading and language experience.

The second factor is the teaching technique that teacher uses in teaching reading in her class. The technique that is implemented by the teacher has important role in teaching reading. One of the technique that teacher used is group discussion. The teacher groups the students. Each group consists of 4 or 5 members. After doing brainstorming of relates to topic, she gives a text

to each groups. she asks the students to read the text aloud or in turn in group. Then , she asks them to find the difficult words that helped by the teacher if necessary. After that she asks them to answer the questions based on the reading text in group. Next, they discuss the answers together among the groups guided by teacher, she asks them to write sentences using the words given. Finally, the teacher collects students reading assignment. In this case, the teacher sometimes does not prepare the tasks or assignments well, she does not organize them well. As a result, some students are not active and are bored in learning reading text. This way can't attract students' motivation in learning. It makes the students passive, and it seems that the class just belongs to the clever or active students. If they keep studying like such these ways, of course the objective of English teaching – learning reading is not reached.

The last, the media that is used by the teacher in teaching reading. The teacher rarely uses interesting media to make the students more enthusiastic to study. The teacher cannot use the media effectively, and also often the students are not involved in using the media. Besides that, the design of media that teacher uses, sometimes is not interesting for students.

Related to the problems above, the researcher who has an important role in teaching and learning process should help the students to solve their problems in reading comprehension, especially to improve students' reading comprehension of descriptive texts. In other words, the teacher should be creative and wise to choose an appropriate technique or strategy of teaching

reading in the classroom. By using appropriate technique or strategy, the purpose of reading comprehension activities can be achieved.

There were several techniques, or strategies that the researcher had used in improving students' reading comprehension, such as group discussion, guided questions, and constructivism in CTL. The researcher had applied them in teaching reading, but the result was not maximal yet, in other word, there was still less development of the students' reading comprehension. So, the researcher could conclude that technique that the researcher used in teaching reading comprehension was not optimally yet. Because most of them could read the words, but they often didn't seem to understand what they read. They were not able to find the main idea of the text or answer the questions after they read it. That's why, in this Classroom Action Research the researcher revised and improved her teaching technique on reading. She should be able to create the appropriate teaching strategy, especially to improve the students' interest, motivation, and reading comprehension. Actually, there were some teaching techniques that could be applied to improve the students' reading comprehension ability, and the researcher was interested to find the way on how to overcome this problem. Collaborative Strategic Reading (CSR) was one of the strategies that could be applied by researcher in teaching reading comprehension of descriptive text. Collaborative Strategic Reading was good to improve students' reading comprehension of descriptive text because in this strategy the students were divided into groups, each group consists of four members of varying ability.

Each member had a role. They should apply four comprehension strategies, before, during, and after reading in small cooperative groups. These reading strategies were: (a) *preview* (before reading), (b) *click and clunk* (during reading), (c) *get the gist* (during reading), and (d) *wrap up* (after reading). Here, the students were easier to identify the meaning or all information of the descriptive text, because they worked in a small group with varying ability, they should be responsible to his/her role, each of them could help each other, and this strategy could maximize students' involvement in reading comprehension of descriptive text.

According to Klingner (1996) Collaborative Strategic Reading (CSR) is an effective strategy in improving reading comprehension for most of students with learning disabilities, increasing conceptual learning in ways that maximize students' involvement. Based on the explanations above, the researcher was interested to do a research related to the use of CSR in her classroom, entitled “ Improving Students' Reading Comprehension of Descriptive Texts Through Collaborative Strategic Reading At Grade X 4 of SMAN 8 Padang”.

B. Identification of the Problem

Based on the background of the problems above, it can be identified that there were some problems found in teaching reading comprehension of descriptive text at grade X4 of SMAN 8 Padang. The problems that exist in the reading class are the students have lack of vocabulary to develop reading

comprehension, lack of motivation in reading comprehension, and teaching technique. Since the students have many problems in understanding the descriptive texts, the inappropriate technique applied by the teacher does not help much them to be a good reader. Although the teacher asks them to read the text in group discussion, they cannot work or cooperate each other, so it does not help them to comprehend the text well. The interaction among them are not optimized yet, because only the bright and dilligent students are active, while others are passive. They are not optimal yet in generating and sharing the ideas, working together and they do not have responsible for their members' tasks.

C. Limitation of the Problem

As it is described in the background of the problem and the identification of the problem above, the researcher limited the problem on teaching technique in reading comprehension of descriptive text. This problem wouldl be solved by applying Collaborative Strategic Reading in order to improve students' reading comprehension of descriptive text at grade X 4 of SMAN 8 Padang.

D. Formulation of the Problem

From the limitation of the problem above, the formulation of the problem can be stated as follows :

1. How can Collaborative Strategic Reading improve the students' reading comprehension of descriptive text at grade X 4 of SMAN 8 Padang?
2. What factors influence the development of the students' reading comprehension of descriptive text through Collaborative Strategic Reading at grade X 4 of SMAN 8 Padang?

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of this research is as follows :

1. To find out how Collaborative Strategic Reading can improve the students' reading comprehension of descriptive text at grade X 4 of SMAN 8 Padang.
2. To find out what factors influence the development of the students' reading comprehension of descriptive text through Collaborative Strategic Reading at grade X 4 of SMAN 8 Padang.

F. Significance of the Research

This research is expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research would give contribution to the development theories of teaching reading comprehension ability in EFL context. This research would further acknowledge the effectiveness of a current strategies introduced by CSR.

Practically for teachers, it could be source/ guidance to teach English in the classroom. It would be used to motivate other English teachers to be

more creative in choosing the appropriate reading strategy in teaching and learning process. It could be useful for making the students interested in learning English. For the researcher, this study hopefully could increase the researcher's knowledge and the way of thinking scientifically through this research, and for the students, this study hopefully could improve the ability of the students in comprehending the text and it also could make the students easier in getting ideas.

G. Definition of the Key Term

In order to avoid misunderstanding and misinterpretation concerning the key terms used in this research, the researcher defined them as follows :

1. Reading Comprehension is the ability to catch the ideas and the important ideas in reading of descriptive text. The important ideas include the topic, the main idea, and supporting details of a paragraph.
2. Collaborative Strategic Reading (CSR) is an effective strategy in improving reading comprehension for most of students with learning disabilities, increasing conceptual learning in ways that maximize students' involvement. Reading comprehension strategies are combined with cooperative learning groups or paired learning to help students improve their reading comprehension of descriptive texts.
3. Descriptive text is a text type in Genre-based approach that is the communicative purpose is to describe a particular person, thing or place.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After applying the Collaborative Reading Strategic (CSR) which was done in three cycles, by observing and analyzing the test result and observation during the process of teaching and learning, there is the improvement of students' reading comprehension of descriptive text at grade X4 of SMAN 8 Padang. It can be seen from the mean score of students' Reading Comprehension and observations that continuously increased in every process of teaching and learning. Based on the findings on the data collected of this research, it can be concluded that:

1. The implementation of CSR can improve the students' reading comprehension of descriptive text at grade X4 SMAN 8 Padang in 2011/2012 academic years. The improvement is shown by the increasing of average score of the students in every cycle and the process of teaching and learning which were collected from the observation sheets, field notes, and interview.
2. The improvement of students' reading comprehension of descriptive text at grade X4 of SMAN 8 Padang by using Collaborative Reading Strategic (CSR) is influenced by the following factors:
 - a. Students' prior knowledge is the first factor that influences the changes of students' reading comprehension of descriptive text. The

students can be easier to generate and share their ideas more if they have prior knowledge of the materials/ texts which are given. This can activate the students' prior knowledge.

- b. The second factor is the teacher's approach. The students feel comfortable, enjoyable, happy when the teacher approaches them and helps them if they get difficulties in activity of CSR. The teacher often gives guidance when they have trouble in learning. So, they become more enjoyable, enthusiasm and be self confident in practicing reading and answering the question.
- c. The third factor is teacher's strategy. The teacher's strategy gives the more opportunities to students in doing activities to comprehend the descriptive text, so makes them more active and have self good confident.
- d. The fourth factor that influences the changes of students' reading comprehension of descriptive text is management of classroom. The teacher should be able to control and manage the class well. The successful of learning depends on how well the teacher can organize and manage the class, whether monitor group work, using the time, and students' involvement of CSR activities.
- e. The fifth factor that influences the changes of students' reading comprehension of descriptive text is classroom activities. The teacher teaches reading comprehension through the procedures of the CSR activities, most of them are active and creative in doing the

tasks, they can work together, help each other. The activities of CSR can maximize students' involvement in the classroom. The activities give them opportunity to comprehend the text easily step by step and build the students' confidence in learning.

- f. The last factor that influences the changes of students' reading comprehension of descriptive text is the teacher's motivation. Motivation is given by the teacher to students is an important, because it makes them have good self confidence to do the activities so it can maximize the students' involvement in classroom activities.

B. Implication

Applying Collaborative Reading Strategic (CSR) in teaching learning process gives some advantages both for the teacher and the students. The teacher becomes more creative in teaching and the students become more motivated in learning English.

The implication of using CSR in teaching reading comprehension of descriptive text can be chosen as a strategy to solve learning problems in reading skills. So, it is expected for English teacher can implement the CSR which is useful for the students in teaching and learning process. The result of this research can be considered by English teacher since it has been proved that CSR can improve the students' reading comprehension of descriptive text. By using this strategies of CSR in

comprehending the reading text, the students are easier to catch the idea or get the gist of each paragraph. It can prepare the students easily to know the meaning of the difficult words using fix up strategies. Next, the students become creative and active in presenting and sharing their ideas to the other groups. Then, the students have good self confident and motivation because CSR maximizes the students' involvement in classroom activities, so they enjoy in learning English.

C. Suggestion

Related to the conclusions and implications, the suggestions can be given as follows:

1. The researcher herself as an English teacher should continue using and applying of CSR technique in teaching reading skill as an alternative technique in teaching since it has been proved that CSR technique can improve students' reading comprehension skill.
2. For other English teachers who have the same problem with the researcher can apply CSR in their own classes to improve their students' reading skill.
3. Because of the limitation of the research, further and longer studies about the implication of CSR technique are highly recommended to investigate whether this strategy can be a solving problem at the other classes or other school.

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