

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
COLLABORATIVE STRATEGIC READING ( CSR ) AT GRADE X.8 OF  
SMA NEGERI 10 PEKANBARU**

**THESIS**



**BY**

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## **ABSTRAK**

**Yuliu Nikzon. 2011. Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR) At Grade X.8 of SMA Negeri 10 pekanbaru. Thesis. Program Pascasarjana Universitas Negeri Padang.**

Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa dengan menggunakan Collaborative Strategic Reading (CSR). Disamping itu, penelitian ini juga dimaksudkan untuk menemukan faktor-faktor yang dapat menyebabkan peningkatan kemampuan pemahaman membaca siswa dengan menggunakan CSR.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan mulai tanggal 14 September sampai dengan 6 Oktober 2011 dalam dua siklus yang mana tiap-tiap siklus terdiri dari empat kali pertemuan. Partisipan dari penelitian ini adalah siswa kelas X.8 SMA Negeri 10 Pekanbaru, yang terdiri dari tiga puluh tiga siswa. Dalam penelitian ini, peneliti dibantu oleh dua orang kolaborator untuk mengumpulkan data yang didapat dari tes, observasi, catatan lapangan, dan wawancara pada setiap siklus tersebut.

Dari dua siklus yang telah dilakukan pada penelitian ini, dapat ditemukan bahwa penggunaan CSR meningkatkan kemampuan pemahaman membaca siswa. Peningkatannya dapat dilihat dari hasil rata-rata siswa 79,00 pada siklus 1 dan meningkat menjadi 89,67 pada siklus 2. Penelitian ini juga menemukan beberapa faktor yang mendukung meningkatnya kemampuan siswa kelas X.8 SMA Negeri 10 Pekanbaru seperti: strategi, pendekatan guru, pengelolaan kelas, dan motivasi siswa.

## **ABSTRACT**

**Yuliu Nikzon. 2011. Improving Students' Reading Comprehension through Collaborative Strategic Reading (CSR) at Grade X.8 of SMA Negeri 10 Pekanbaru. Thesis. English Education Section, Language Education Program, Graduate Program, State University of Padang.**

The purpose of this research is to identify whether Collaborative Strategic Reading (CSR) can improve the students' reading comprehension and to find out factors that influence the changes of students' reading comprehension through CSR.

This research was the classroom action research that consisted of two cycles and four meetings of each cycle. It was done from September 14<sup>th</sup> until October 6<sup>th</sup>, 2011. The participants of this study were the first year students, Grade X.8 of SMA Negeri 10 Pekanbaru in 2011/2012 academic year, which were 33 students in the class. In collecting the data, the researcher was helped by two collaborators. The researcher used reading tests, observation checklists, field notes, and interviews.

From the two cycles of the research, it was found that through CSR can improve students' reading comprehension that increased from the average score 79,00 in cycle 1 up to 89,67 in cycle 2. This research also found the factors that influenced the students' reading comprehension at grade X.8 of SMA Negeri 10 Pekanbaru such as; strategy, teacher's approach, classroom management, and students' motivation.

# PERSETUJUAN AKHIR TESIS

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## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis ini dengan judul **“Improving Students’ Reading Comprehension by using Collaborative Strategic Reading (CSR) at Grade X8 of SMAN 10 Pekanbaru”**, adalah asli dan belum diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
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Saya yang menyatakan,

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Padang, November 2011  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Teaching English at Senior High School (*Sekolah Menengah Atas - SMA*) has been emphasized on mastering the four language skills namely listening, speaking, reading, and writing. From those four language skills, reading comprehension is something crucial for the students because the success of their study depends on the greater part of their ability to read. In comprehending texts, the readers should be able to comprehend every part of the text, because it is easy to gain the comprehension when the readers are able to catch the idea of the text. If their reading skill is still low, they will fail in their reading test or at least they will have difficulties in comprehending the reading texts in their test. On the other hand, if they have a good ability in reading, they will have to succeed in their reading comprehension test.

Based on the writer's observation as an English teacher at SMA Negeri 10 Pekanbaru, there are some of the teachers who still do not use the appropriate strategy, yet. They read the passages and ask the students to read the passages to find out the difficult words and their meaning. They also give support and instruction to the students to be active directly in teaching learning process. Next, they ask the students to answer the questions based on the reading texts. Finally, they collect students' reading assignments. Because of it, some students are bored and lazy in learning reading texts.

Then, in comprehending the reading texts, the students should be able to identify the topic, main idea, reference, inference, social function, generic

structure, and grammatical features. All of them should be learned by the students in teaching reading.

In teaching reading, there are many kinds of reading materials, such as; narrative, procedure, recount, news items, descriptive, etc, which need to be learned, comprehended and understood by the students. And three of genres that taught for the first year students of Senior High School are recount, descriptive, and narrative text. (Depdiknas, 2006).

In comprehending recount, descriptive, and narrative texts, it is necessary for the students to use an appropriate strategy. To know the strategy, the students should be taught reading strategies by the teacher. Besides, the teacher should be able to help the students in understanding the reading texts in teaching and learning process. In other words, the teacher should be ingenious and clever to choose an appropriate way of teaching. Through the appropriate way, the purpose of reading activities can be achieved.

But in reality, based on the reading test given on July 15<sup>th</sup> 2011 in preliminary test, which the researcher conducted for grade X-8 of SMAN 10 Pekanbaru. The form of the test was multiple choices. The total number of students who joined the reading test was 33 students. Only 15 students got the good scores, and the others failed. It seemed that the ability of students were still far from the expectation.

From those problems above, it is probably caused by several potential causes, such as; prior knowledge, vocabulary mastery, strategy of reading, strategy of teaching, teaching materials, and the ability of students. As the result, the students' reading comprehension is still low. So, if the students do not realize



it, they will get problems for it. To solve this, the students have good solution in determining their success in reading activities.

To support those ideas above, teaching strategy can involve the learners' knowledge in reading materials. To make students active and get involved in reading activities, the various reading strategies are needed to teach them because reading with various strategies would make students to be creative readers. Then, the appropriate teaching strategy can also influence students' psychological aspect.

There are many teaching strategies that can be used in teaching process to help the students such as; Reciprocal Teaching (RT), Directed Reading Thinking Activity (DRTA), Cooperative Learning (CL), Collaborative Strategic Reading (CSR), etcetera. Through the appropriate teaching strategy, the teacher can improve the students' interest, motivation, modified reading materials, and reading comprehension. In short, teaching strategy is very important in teaching and learning process.

Based on the students' problems and the empirical data that the researcher has found at SMAN 10 Pekanbaru, he strives to overcome the students' problems in comprehending reading texts (recount, narrative, and descriptive text) through Collaborative Strategic Reading (CSR). CSR is as one of the reliable strategies to solve the students' problem in reading. Based on the research that was conducted by Klingner et.al (1996), CSR was also effective strategy in improving reading comprehension for most students with learning disabilities, increasing conceptual learning in ways that maximize students' involvement, and

giving positive outcomes for students' achievement. This strategy is hoped to solve the students' problem.

In fact, there are some reasons why the researcher is interested in applying this strategy. Firstly, it develops reading comprehension skill and can arise the students' understanding in reading and give more opportunities for students in learning process by working group activity. Secondly, this strategy can stimulate students to be active in learning and is also as one of the part of interactive approaches. At last, it can add a pleasurable variety of English learning atmosphere.

Furthermore, the researcher will apply this strategy since it has never been applied in his reading classroom activities before. By implementing CSR in reading recount, descriptive, and narrative texts, it is expected the students will be interested in teaching and learning process of these reading texts. As the result, it is hoped that the students' comprehension in these reading texts will be increased.

## **B. Identification of the Problem**

There are several problems that can be found in the classroom activity itself. First, the students' difficulties to comprehend the content of the texts given. It is caused of lack of background knowledge, vocabularies, experience about the topic, and concentration during the reading. Second, the students have low motivation and low interest in studying English. Third, the students have low score in understanding reading texts. The last, the other problems may come from inappropriate pattern that used in teaching reading comprehension. To solve these

problems, there are many teaching strategies that can be used in teaching process, such as; Reciprocal Teaching (RT), Directed Reading Thinking Activity (DRTA), Collaborative Strategic Reading (CSR), etcetera.

### **C. Focus of the Problem**

Through the appropriate teaching strategy, the teacher can improve the students' interest, motivation, modified reading material, and reading comprehension. Therefore, in this research, the researcher limits the problems only use Collaborative Strategic Reading (CSR) as a teaching technique in teaching reading comprehension on reading texts at grade X8 of SMA Negeri 10 Pekanbaru. It means that the students are expected to have improvement through CSR in reading comprehension of these reading texts.

### **D. Formulation of the Problem**

From the explanation above, the research questions can be formulated as follows:

1. To what extent can Collaborative Strategic Reading improve students' reading comprehension at grade X8 of SMAN 10 Pekanbaru?
2. What factors influence the changes of students' reading comprehension through Collaborative Strategic Reading at grade X8 of SMAN 10 Pekanbaru?

## **E. Purpose of the Research**

The purposes of the research are:

1. To identify whether Collaborative Strategic Reading can improve students' reading comprehension of reading texts of grade X8 of SMAN 10 Pekanbaru.
2. To identify the factors influence the changes of the students' reading comprehension of the reading texts in the process of Collaborative Strategic Reading at grade X8 of SMAN 10 Pekanbaru.

## **F. Significance of the Research**

In this research, it is expected that the research will be able to provide some valuable contributions. Theoretically, the result of this research can be used as input in improving the students' reading comprehension and give contribution to the development of teaching reading comprehension by using the CSR. This research also can be used as the reference for other researchers to get information about teaching reading comprehension.

As practically, the result of this research is hoped to be meaningful for teachers who are responsible for planning or developing lesson especially teaching reading comprehension to students of SMA level. The result is expected to give a model by using CSR in teaching reading comprehension for the teachers and help them to improve the process of teaching reading comprehension.

## **G. Definition of the Key Terms**

To avoid ambiguous understanding and interpretation on the problem above, the terms used in this research are defined as follows:

1. Reading comprehension is the ability of the students at grade X8 of SMAN 10 Pekanbaru to catch the important ideas of a reading text identified by their score in reading comprehension test.
2. Recount text is a text learnt by the students at grade X8 of SMAN 10 Pekanbaru to inform the past events, either fictional or factual, and story telling.
3. Descriptive text is a text learnt by the students at grade X8 of SMAN 10 Pekanbaru to describe person, place, or thing.
4. Narrative text is a text learnt by the students at grade X8 of SMAN 10 Pekanbaru to share a story of someone or something, whether fictional or non-fictional events.
5. Collaborative Strategic Reading (CSR) is a strategy for teaching reading comprehension skill used by the teacher as a possible solution to improve the students' reading comprehension in reading texts with varied ability levels at grade X8 of SMAN 10 Pekanbaru.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusion**

After having finished analyzing the data obtained from the test, observation, field notes, and interview, the researcher can conclude this research entitled 'Improving Students' Reading Comprehension of Reading Texts through Collaborative Strategic Reading (CSR) at Grade X8 of SMA Negeri Pekanbaru' are as follows:

1. Collaborative Strategic Reading better improves students' reading comprehension of reading texts at grade X8 of SMAN 10 Pekanbaru. The improvement can be seen through the increasing of the students' score of reading comprehension tests in each of indicators from cycle one up to cycle two.
2. There are some factors that influence the changes of students reading comprehension of reading texts by implementing Collaborative Strategic Reading (CSR) :

- a. Interesting material

The students were interested to the media of Collaborative Strategic Reading that give more opportunities for students to practice, how to present and share their ideas to other groups while teaching and learning proses. Besides, the strategies of Collaborative Strategic Reading also guided the students how to comprehend the reading texts, and material of discussion can enrich their vocabularies.

b. Strategy

In this strategy the researcher had applied many procedures such explanation how to do the strategy in during activities. From the using strategy, it can be seen that the students had much opportunities to practice their reading comprehension. Besides, after doing discussion one of the student from the group must report their discussion result in front of the class.

c. Approach of the teacher

In this stage, the teacher tried to give a good model for the students, created funs, and interesting atmosphere in the class, so that the students felt happy and enjoyed while teaching and learning process. In addition, the teacher also gave the reward for the students who were active in the class.

d. Classroom management

During teaching and learning process, the teacher presented and explained the strategies of Collaborative Strategic Reading to the students. Then these strategies were done by the students so that they felt enthusiastic in reading to comprehend the reading texts given and they also had confidence in presenting or sharing their ideas to the other groups as a post activity.

e. Students' motivation

As a good motivator, the teacher should have to motivate the students into the process of their comprehensible in the learning activities by using Collaborative Strategic Reading in comprehending

the reading texts and encouraged to enrich their vocabularies as much as possible based on the reading texts given.

## **B. Implication**

Related to the results of this research, it proves that Collaborative Strategic Reading (CSR) can improve the students' reading comprehension. By using the strategies of Collaborative Strategic Reading in comprehending the reading texts, the students are more easier to catch the idea or take the gist of each paragraph. It prepares the students easily to know the meaning of the difficult words without using dictionary, prepares the students to be active in presenting and sharing their work to the other groups, and prepares the students more interested, motivated, and enjoy in learning English.

For the researcher, in teaching English to the students or beginners, the Collaborative Strategic Reading can be as an alternative medium. It is needed to share this media to other teachers that can improve students' reading comprehension. At last, it is expected that English teacher can implement the Collaborative Strategic Reading which is very useful for the students or beginners in teaching and learning process.

## **C. Suggestion**

Based on the conclusion and implication of this research, as an English teacher in teaching reading comprehension by using the Collaborative Strategic



Reading, the researcher presents the following suggestions in order to improve the quality of teaching and learning, they are:

1. The researcher as an English teacher should continue using Collaborative Strategic Reading in teaching reading comprehension.
2. The teacher who has the same situation and condition can use Collaborative Strategic Reading in teaching reading comprehension.
3. It is suggested to another researcher to do the relevant research in the future.

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