THE EFFECT OF USING COLLABORATIVE STRATEGIC READING AND PERSONALITY TOWARD STUDENTS' READING COMPREHENSION AT GRADE XI OF SOCIAL SCIENCE AT SMAN 7 PADANG

THESIS

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ABSTRAK

Nurjanah. 2014. Dampak Penggunaan Teknik Collaborative Strategic Reading dan Kepribadian terhadap Pemahaman Membaca Siswa Kelas XI IPS di SMA 7 Padang dalam Teks Analytical Exposition, Narrative and Spoof. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini merupakan penelitian ekperimental. Penelitian ini dilakukan di SMAN 7 Padang. Penelitian ini bertujuan untuk menguji keefektifan teknik CSR dan kepribadian (ektrover dan introvert) dibandingkan dengan teknik konvensional dalam meningkatkan pemahaman membaca siswa dalam teks analytical exposition, narrative dan spoof.

Penelitian ini termasuk penelitian quasi ekperimental dengan rancangan faktorial 2X2, yang diadakan selama 5 minggu (9 pertemuan) terhadap siswa kelas XI IPS di SMAN 7 Padang yang terdiri dari 36 siswa untuk kelas experiment dan 36 siswa untuk kelas kontrol. Diakhir penelitian, para siswa dari kedua kelas diberikan a post-tes membaca pemahaman yang digunakan sebagai data penelitian ini untuk membandingkan skor rata-rata dari kedua kelas tersebut.Selain itu, angket kepribadian juga digunakan sebagai data penelitian ini untuk menemukan dampak kepribadian sebagai variable moderator terhadap pemahaman membaca siswa.

Hasil penelitian ini menunjukkan bahwa (1) CSR memberikan dampak yang positif terhadap pemahaman membaca siswa dibandingkan dengan teknik konvensional yang biasanya digunakan oleh guru dalam mengajar membaca. Hasil penelitian menunjukkan nilai t-hitung (5.76) lebih tinggi dari nilai t-tabel yaitu 2.06, (2) siswa ektrover yang diajarkan dengan menggunakan teknik CSR memiliki pemahaman membaca lebih baik daripada siswa ektrover yang diajarkan dengan teknik konvensional, (3) siswa introvert yang diajarkan dengan menggunakan teknik CSR memiliki pemahaman membaca lebih baik daripada siswa introvert yang diajarkan dengan teknik konvensional, (4) tidak terdapat interaksi antara kedua teknik dan kepribadian siswa terhadap pemahaman membaca siswa dalam teks analytical, narrative dan spoof. Penemuan menunjukkan bahwa F-hitung (0.0219) lebih kecil dari F-table (3.18). Simpulannya, strategi pembelajaran dapat meningkatkan pemahaman membaca siswa dalam mempelajari bahasa Inggeris dengan mempertimbangkan kepribadian siswa.

ABSTRACT

Nurjanah. 2014. The Effect of Using Collaborative Strategic Reading and Personality Toward Students' Reading Comprehension at Grade XI of Social Science at SMAN 7 Padang. Thesis. Graduate Program, State University of Padang.
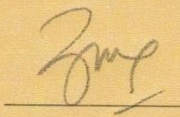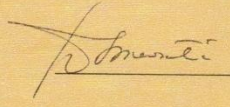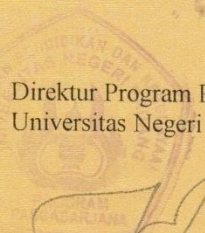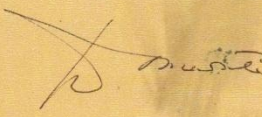

This research was a kind of experimental research. It was conducted at SMAN 7 Padang. This research is aimed at testing the effectiveness of Collaborative Strategic Reading   and students' personality (extrovert and introvert) compared to conventional technique in improving students' reading comprehension of analytical exposition, narrative and spoof texts. Collaborative Strategic Reading can be used as an alternative teaching technique in teaching analytical exposition, narrative and spoof texts.

This research was classified into quasi experimental study with factorial design 2X2 which was done for 5 weeks (9 meetings) to the students of grade XI of social science at S MAN 7 Padang that consisted of 36 students for control class and 36 students for experimental class. At the end of the research, the students in both experimental and control class were given a posttest of reading comprehension that was used as the data of the research in order to compare the mean score of the two classes. Besides, personality questionnaire was also used as the data in order to find out the effect of personality as the moderator variable toward the students' reading comprehension.
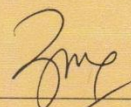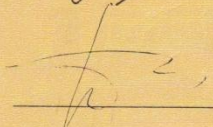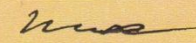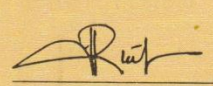
The result of this research showed that (1) Collaborative Strategic Reading (CSR) gave significant effect toward students' reading comprehension compared with conventional technique that is usually used by the teacher in teaching reading. The result showed that t-observed was 5.76 higher than t-table which was 2.06, (2) extroverted students who were taught by using CSR had better reading comprehension than those who were taught by conventional technique, (3) introverted students who were taught by using CSR had better reading comprehension than those who were taught by using conventional technique, (4) there was no interaction between both teaching strategy and students' personality toward students' reading comprehension of analytical exposition, narrative and spoof texts. The finding showed that F-calculated (0.0219) was lower than F-table (3.18).In conclusion, the teaching strategy can improve the students' reading comprehension of analytical, narrative, and spoof texts in learning English by considering students' personality.

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The Researcher

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading is one of the skills which is necessary in learning English since it can determine the students' success in learning. Students need this skill to enable them to comprehend a lot of books and references written in English in order to improve their knowledge. To get information from the English sources, the learners have to be able to read the sources effectively and efficiently. The fundamental goal of reading comprehension is to know science concept and the language itself. To Indonesian students, this is the bridge to understand scientific books they are required to read.

Reading comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides. A writer expresses his or her thoughts, ideas, and feeling through the written words. The reader's understanding of the reading text materials will be affected by the comprehension strategies and techniques. Good readers should employ effective technique when they read. An effective technique is a tool to help students get better understanding about the text. In order to read effectively and successfully, students should be provided with effective techniques.

As stated in the School-Based Curriculum or KTSP, the purpose of teaching reading is to enable the students comprehend the texts which emphasize the genres of the texts (genre-based texts). Basically, the students should be able

to identify the topic, characters, main idea, references, social function (purpose), generic structure and grammatical features of the texts they read. There are three genres of texts taught in semester 2 at grade XI of Senior High School, Analytical Exposition, narrative and spoof texts. Each tipe of the text has its specific characteristics that differ the one another.

Dealing with the target of the curriculum, the data showed that most of the items either in the English semester tests or English National Examination usually consist of more reading comprehension compared with other skills. Based on the last seven years data, English national examination in 2006 consisted of 15 items for listening comprehension and 35 items for reading comprehension. English national examination in 2012 also consisted of 15 items for listening comprehension and 35 items for reading comprehension. It means that 70 % of English national examination items were usually about reading comprehension and only 30 % for listening comprehension.

Unfortunately, based on the researcher's experience and observation in teaching English at SMAN 7 Padang for thirteen years, most of the students fail to answer the reading tests in daily tests, semester test and national examination. It is proven by the result of the analysis of their test papers. Many students get low reading comprehension score which cannot reach the passing standard for reading competency. As a result their English marks are below the Minimum Achievement Criteria (KKM). The data of the daily tests, mid-term test and

semester test show that only around 40 % of the students are able to comprehend the texts well and around 60 % of them are poor in reading comprehension.

Having analyzed the result of the students' reading comprehension test at SMA 7 Padang, the researcher as the English teacher found that some students still face problems in reading comprehension in terms of determining or identifying topic, main idea, references, inferences, detailed information ,social function, generic structure, and grammatical features of the texts they read. Besides, they also have problems with vocabulary, particularly in determining the synonym and antonym of the words in the texts.

Having observed the teaching and learning process and interviewed the students, it is concluded that the students' problems in reading comprehension at SMAN 7 Padang are potentially caused by several related factors in teaching and learning process.

The first factor is that the students (learners) have low motivation. Based on the researcher's observation so far in teaching English, many students often go out of the class, they are lazy to do the tasks, even they are busy with their cell phones and pay no attention to the teacher's explanation. These conditions indicate that the students do not have high and good motivation to study English.

The second factor is the students are lack of vocabulary, background knowledge and poor of reading strategies that can be seen from their low scores in reading daily tests (1,2,3), reading quiz, mid and semester tests in where many students cannot find the meaning of some key words like antonym and synonym.

The students tend to depend on their dictionaries to find the meaning of difficult words in the reading texts. As a matter of fact, the meaning of certain words that the get from the dictionary is not always suitable for the contexts in where the words are used. In other words, they do not realize that the meaning of the words really depends on the contexts. Contexts can help them find the meaning of the words in the texts.

Dealing with the background knowledge, the students are not accustomed to activating their background knowledge about the text before they start reading. They are not aware of the usefulness of their background knowledge to prepare them for reading comprehension. As a result they do not have mental readiness to come to the texts. Moreover, the students do not know the strategy how to find the main ideas, references, and they cannot differentiate between the main ideas and the supporting ideas of the text. It happens because they do not have good reading strategies that can be helpful for them in comprehending the whole texts.Based on the students' responses of the questionnaire given by the researcher to the four social science classes of grade XI at SMAN 7 Padang, it can be concluded that 65 % of the students have problem in identifying the topic of texts, determining main ideas of the texts, making inferences, identifying references in the texts, finding difficulty in determining the synonym and antonym of certain words found in the texts, 15 % still have problem in identifying social function and generic structure of the texts, and 20 % have problem in finding detailed information and grammatical feature of the texts.

The next factor is that teaching media used by the teacher is not interesting and challenging for the students. This opinion is based on the students' comments and the researcher's observation that most of the media are neither related to the topics nor stimulated the students' interest. In fact, the media used such as pictures, charts, and so forth are mostly so small and unreadable from the back rows that they are not useful.

Another factor is that the materials given to the students are not well selected, analyzed and adapted by considering the students' ability, interest, age, level and the like. Moreover, many English teachers tend to use the materials written in the students' worksheets (LKS) published by certain publishers without being selected, analyzed, even adapted first. Consequently, the materials are boring, difficult, and useless for the students that result poor comprehension of the texts.

One more important factor is that teacher's strategies are not often varied. The fact shows that many teachers tend to use the conventional technique which is mostly teacher-centered rather than student-centered activity. As a result teachers do not involve the students much more in comprehending the given texts and the class does not actively participate in the reading process. Moreover, the students work individually as assigned by the teacher since teachers rarely ask the students to work in groups in reading class. Although sometimes teachers ask students to work in groups, the process of group discussion is not well managed yet since teachers mostly assign their students to work in groups without

considering the students' involvement and responsibility individually. It is proved by the fact found in the classroom where only two or three members of each group are really active in the discussion, meanwhile the rest are chatting. In other words, the low achievement students just leave the reading tasks to the high achievement students in the group. In short, many teachers do not try to apply the teaching techniques in teaching reading that can involve all of students well and actively. It is actually good to make the students accustomed to doing the reading tasks in groups or collaborative reading that they can help each other in completing the given tasks or they can solve the individual's problems together. By doing so, the reading class will be interesting, enjoyable and meaningful for the students in order to train them to become successful readers.

The last factor that potentially causes the students' problems in reading comprehension is that most teachers do not concern much on students' personality in reading class. Based on researcher's observation in her teaching for about thirteen years at senior high school, she found that students have different personality during the English class. Some of them are extroverts who like talking and are active in the learning process. They love debating, sharing ideas, questioning and answering questions. Meanwhile, some of them are introverts who tend to keep silent, do not want to speak up, unless the teacher directly asks them to answer certain questions or to give their opinion on the problems which are being discussed. In addition, having interviewed the students, they said that they felt ashamed to be mocked by their friends if they made mistakes in speaking

English. It is true that mocking is the students' bad habit in the English class that make their friends, especially the introverts unconfident to speak or say something in English although the teacher keeps motivating and encouraging them to practice their English everyday as far as they can.

Dealing with teaching strategy, teachers need to consider students, reading materials in selecting the teaching strategies that will be used in their class. Teachers are responsible for helping students achieve the goals of teaching reading by creating and using effective teaching strategies which can help the students to find out the difficult words or vocabularies, topic, main idea, reference, the purpose, generic structure of the texts. Since students have different strengths and weaknesses in reading, there is no single methodology for teaching reading. In addition, teachers should be also creative to find and apply certain reading strategies that are suitable for encouraging and inspiring the extrovert and introvert students to participate more actively in the reading class for the purpose of widening students' knowledge and increasing their reading comprehension.

Unfortunately, based on researcher's observation in the process of teaching and learning of reading comprehension, many teachers still find problems. First, they have difficulties in finding appropriate and representative reading materials that suit their students' ability. They are not often able to adapt; simplify, add and edit the materials they get from many sources properly. Second, since many of them do not know many strategies for reading instruction due to limited knowledge and trainings, they prefer using conventional technique

to various techniques. In other words, they focus on reading the text, finding the difficult words, translating the text into Indonesian based on dictionary, and answering some questions related to the text. The teachers do not train the students with different reading strategies to make them independent readers.

Third, some teachers face students whose low motivation and self-confidence in reading because they think reading is a difficult skill in English subject and they have low English proficiency. That's why whenever teacher asks them to read, they are frustrated and are not self-confident. Fourth, teachers also face the students who have different personality. Some of them are extroverts and others are introverts. The extrovert students are more active and talk more than introvert ones during the reading class. So, it is hard for the teacher to encourage the introvert students who tend to be passive in the reading activities. Because of these problems, the reading instruction cannot run effectively. The students cannot catch the ideas of the reading materials successfully. They often misunderstand and misinterpret the content of the texts they read.

Consequently, the readers fail to comprehend the writer's messages. In other words, the reader's ability to comprehend a passage is low (based on their low scores in reading test) and they are not generally motivated and interested in reading comprehension that can be seen through direct observation done by researcher as the teacher. In short, the communication between the writer and the reader does not run well. It is indicated by their poor reading comprehension on the reading tests in daily tests, mid-term test, as well the semester test.

The problems that students face in reading at SMA 7 Padang are more potentially caused by ineffective and less useful teaching strategies applied by the teachers. The facts show that teachers often neglect the students' differences of English proficiency in teaching reading process. Moreover, the teachers often forget to consider the different personality among the students. It is proven that the teachers are not creative and skillful in using some challenging strategies that are aimed at providing enjoyable reading classroom atmosphere followed by better reading comprehension for both the extrovert and introvert learners. Many teachers often assign the students to do the reading tasks individually and in pairs. In other words, the teachers rarely train the learners to do collaborative learning effectively and efficiently. Moreover, teachers mostly focus on one reading skill rather than integrative skills in teaching reading.

There are usually three stages done by teachers in teaching reading. They are pre-reading activity, whilst-reading activity and post-reading activity. Each stage plays an important role toward the students' reading comprehension. In this case, teachers should be creative and good at creating the effective and appropriate activities for pre-reading, whilst-reading and post-reading in order that the students are well involved in reading and can get sufficient knowledge and good comprehension from the texts they read.

As a matter of fact, there are some phenomena found in reading instruction at Senior High School 7 Padang. The first phenomenon is that students are not accustomed to reading in group. Many teachers more often assign them to

read the text individually than in small group. By doing so, low achievement students or students who have reading disabilities cannot work optimally as they cannot discuss with high achievement students in doing the reading tasks. Consequently, their reading comprehension does not improve time to time. The second phenomenon is that though once in a while teachers ask the students to work in a group, it does not run well. The students are not grouped on the consideration of their personality (extrovert and introvert) and competency level. Moreover, each student in the group is not given responsibility clearly and work-sheet individually that cause most of the members of the group do not do group work well and tend to let the good learners in the group finish the reading tasks. The next phenomenon is that teachers do not teach and train the students to guess the meanings of vocabularies based on the context in where the vocabularies are used. Teachers do not try to ensure the students that contexts determine the meanings of the words in the texts. In this case, students always depend on the dictionaries whenever they find difficult words in the texts, even students often treat teachers as living-dictionaries in the reading class. Meanwhile students are not allowed to use dictionaries during the tests.

One more principal phenomenon is that students are not prepared to read the text. It means that students are not given opportunities to have background knowledge on the texts before reading them. Teachers rarely ask the students to brainstorm or activate their background knowledge and predict what the texts are about either through pictures, titles, graphics or charts in pre-reading stage.

Another phenomenon is dealing with personality aspect. Most teachers rarely facilitate introvert students in reading classes. Teachers are not creative enough to create learning atmosphere that can stimulate and encourage introvert students to speak and express their ideas more freely in form of collaborative reading activities. The last but not least phenomenon is that students are not trained and taught the strategies of reading comprehension such as how to find the topic, main idea, the meaning of difficult vocabularies, detailed and general information   as well as the generic structure of the text they read. This results students tend to read the whole text and even translate the text word by word. It is really wasting time and useless for them in comprehending the text. From the phenomena described above, it is obvious that reading class tends to be a finishing task process-oriented that causes students passive, dependent, less critical and bored in reading classroom.

Having considered the problems above, teachers need to apply certain teaching reading strategies that can help the students get better reading comprehension and make the extroverts and introverts students active and successful in reading class. Based on the theories read from many sources, Collaborative Strategic Reading (CSR) is theoretically a good strategy for teaching reading comprehension for some reasons stated below :

According to Rena Little (www.readingrockets.org/article/103) CSR has many good points or strengths. First, it is beneficial in supporting students with learning disabilities and/or at risk for reading difficulties. Next, it gives positive

outcomes for average and high average achieving students. Then, It is beneficial to high school students as it is designed to be used with expository text. Another benefit is that CSR meets most learning modalities: seeing, hearing, writing, and discussion. From the researcher's point of view, CSR is considered as a good teaching strategy to be applied in teaching reading because of the following reasons:

Firstly, CSR is integrative strategy since it integrates the four language skills (listening, speaking, reading and writing). As a result, students have good ability not only in reading skill but also in other skills. Secondly, CSR is very helpful and effective for the students who have learning disabilities, especially reading disability. They work in groups and help each other in their group. It means that the high achiever students can help the low achiever ones. Besides, the students are taught the strategies in finding the topic of the text, getting the meaning certain vocabularies contextually, finding the main ideas as well making summary of the text they have read. As a result, the students are automatically trained to be accustomed to using the reading strategies when they read texts. Hopefully the low achiever students well-prepared to become independent and critical readers, even to have better reading comprehension whenever they are assigned to read individually like in the tests. Thirdly, It can build the students' responsibility better since each member has his/her own role (as leader, clunk expert, gist expert and announcer) in the group dealing with the given reading tasks. So, all students participate actively in the reading class. When we compare

with conventional group work activity in where teacher often groups the students without concerning much on giving responsibility to each member of the group. Consequently, the group discussion does not work well and most of the students just leave the reading tasks to the high achiever students in their group. In this case, the high achiever students become more skillful in reading, while the low achiever students do not.

In addition, CSR is applied in the whole reading stages (pre-reading, whilst-reading and post-reading). It means the strategy is useful to lead and guide the students before, during and after reading process. By doing so, it is hoped the students' reading achievement will be better.

Furthermore, CSR emphasizes on student-centered learning rather than teacher-centered learning. So the reading class will be more enjoyable, active and meaningful. Finally, CSR is effective to encourage and motivate the students with different personality such as introverts and extroverts to be more active and coexist in the reading activities.

Specifically, CSR has closely relation to students' personality which is especially in this research focused on extrovert and introvert ones. Having observed and analyzed the activities done in CSR in teaching reading, researcher thinks that CSR can contribute positively to both extrovert and introvert students in reading comprehension process for some reasonable reasons. First, group working can stimulate the introvert students to socialize. The process of CSR can better create social communication either for introvert or extrovert students.

Extrovert students have a chance to become more skillful in communication ability and introvert ones can get a great practice opportunity in sharing and expressing their ideas, feelings and comments that results themselves active in social communication skill gradually since they have chance to communicate more freely with their true nature than face to face meetings (Amichai-Hamburger et al, 2002). Second, CSR allows extroverts to play the role as the leaders and introverts have deep awareness of self-confident, self-motivated, self-paced and independent in reading class. In addition, CSR can force both extroverts and introverts to promote some essential skills such as communication, observation, listening to each other and creative problem-solving. Well-organized group work activities can enable students to adapt with different personality people who have different opinions and thoughts on problem being discussed. The last reason is that CSR provides students valuable opportunities to learn each other. The extroverts and introverts are able to share and exchange ideas and opinion in the group so that students are rich of ideas in doing the reading tasks. Moreover, more competent students can give extra information and less competent ones receive some help without feeling ashamed of their weaknesses.

By considering the positive points above, researcher is interested in conducting a research to test whether CSR is effective to be implemented in teaching analytical exposition, spoof and narrative texts or not. The research entitled The effect of using CSR and personality toward students' reading comprehension at grade XI of Social Science At SMA 7 Padang.

B. Identification of The Problem

Based on the background of the problem, it can be identified that many students have problems in comprehending English texts as follows :

1. Students have low motivation to study English

2. Students get low reading comprehension scores

3. It is difficult for the students to comprehend the texts individually without strategic reading technique

4. Students are lack of vocabulary, background knowledge and reading strategies in reading texts

5. Teachers often use less various, ineffective and less useful teaching strategies that do not enhance the students to comprehend the texts for the purpose of widening students' knowledge and increasing reading comprehension. Moreover, students are rarely assigned to do the reading tasks in form of collaborative learning process that is considered very useful and helpful for individual's problem solving.

6. The selection of the reading materials that are not often suitable for the students' ability and level of English proficiency.

7. Many teachers do not consider the students with various personalities (extrovert and introvert) in reading instruction.

C. Limitation of the problem

Based on the background of the problem above, there are some problems faced either by students or the teachers dealing with teaching reading comprehension at grade XI of SMA 7 Padang. But this research only focuses on :

1) Students get low reading comprehension scores

2) It is difficult for the students to comprehend the texts

3) Teachers often use ineffective and less useful teaching strategies that do not enhance the students to comprehend the texts for the purpose of widening students' knowledge and increasing reading comprehension.

4) Many teachers do not consider the students with various personalities (extrovert and introvert).

Based on the limitation of the problem above, especially in teaching strategies, Researcher considers CSR as an alternative strategy that can be applied to make the students active, interested and motivated in reading class. Besides, CSR is hopefully able to improve students' reading comprehension of analytical exposition, narrative and spoof texts.

D. Formulation of the Problem

With reference to the limitation of the problem above, so the problem of this research is formulated as follows:

1. Do students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique?

2. Do extroverted students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique?

3. Do introverted students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique?

4. Is there any interaction between teaching strategy (CSR and conventional technique) and students' personality (extroverted and introverted) toward the students' reading comprehension.

E. Purpose of the Research

The purposes of this research are to find out:

1. Whether students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique at grade XI of social science of SMA 7 Padang.

2. Whether extroverted students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique at grade XI of social science of SMA 7 Padang.

3. Whether introverted students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique at grade XI of social science of SMAN 7 Padang.

4. Whether there is interaction between teaching strategy (CSR and conventional technique) and students' personality (extroverted and introverted) toward students' reading comprehension.

F. Significance of the Research

1. Theoretically

   a. It is expected that this research will be useful for researchers who are interested in conducting research on English teaching learning process

   b. Hopefully the students can use CSR as an alternative strategy in comprehending analytical exposition texts

   c. The finding of this research is also expected as a helpful input for syllabus designers as one of the reading techniques that can be used in teaching reading.

   d. It is expected that the result of this research can enrich the theories of teaching reading.

2. Practically

   a. The finding of this research will be useful to improve the researcher's knowledge from theories she has read

   b. The result of this research can be beneficial to improve the quality through students' better reading comprehension scores.

   c. It is hoped the finding of this research will be helpful for EFL teachers who want to use CSR to improve students' reading comprehension of analytical exposition, narrative and spoof texts.

G. **Definition of the Key Terms**

1. **CSR (Collaborative Strategic Reading)** is a procedure for teaching reading comprehension skills by teaching students to use comprehension strategies while working cooperatively and supports students with varying ability levels to use comprehension strategies while reading text in small groups .

2. **Conventional Technique** is the technique used by teachers that focus on teacher-centered which involves three reading stages, pre-reading, whilst-reading, and post-reading.

3. **Reading Comprehension** refers to the process of extracting and constructing meaning through the interaction and involvement with written language (Snow, 2002).

4. **Personality** means a dynamic and organized of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations (www.princeton.edu/-achrey/tmve/wiki100k/docs/personality-psychology.html)

5. **Extrovert** refers to someone who is usually open-minded, easy to get along and interact with people around him/her. She/he is communicative, friendly, energetic and enthusiastic. **Introvert** means someone who is hard to get along and interact with people smoothly. She/he tends to be shy, submissive, silent and not self-confident.

CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and the research finding that was done at grade XI of social science of SMA 7 Padang, it can be concluded as follows:

1. Students who are taught by using CSR have better reading comprehension of analytical exposition, narrative, and spoof texts than those who are taught by conventional technique. It is indicated by the mean score of reading comprehension of the experimental and control classes. The mean score of experimental class who are taught by CSR was 82.41 which is higher than the mean score of control class, 68.85 who are taught by conventional technique. In addition, t-observed is 5.76 and t-table is 2.06. It indicated that t-observed is higher than t-table. It means that Ho is rejected or Ha is accepted.

2. Extroverted students who are taught by using CSR had better reading comprehension of analytical exposition, narrative and spoof texts than those who are taught by using conventional technique. It is found that the mean score of extroverted students' reading comprehension in experimental class (82.01) is higher than in control class (68.52). Moreover, the value of t-observed (3.87) is higher than the value of t-table (2.16). It means that Ha is accepted.

3. Introverted students who are taught by using CSR had better reading comprehension of analytical exposition, narrative and spoof texts than

those who are taught by using conventional technique. Since the result of the data analysis shows that the value of t-observed (2.87) is higher than the value of t-table (2.16), Ha is absolutely accepted. It is also found that the mean score of introverted students' reading comprehension in experimental class (81.75) is higher than in control class (73.39)

4. There is no interaction between teaching strategy (CSR and conventional technique) and students' personality (extrovert and introvert)toward the students' reading comprehension since it is found that the value of F-observed (0.0219) is lower than the value of F-table (3.18). It means that Ho is truly accepted.

B. Implication

It is obvious that the finding of the research has some implication for English teachers in teaching reading comprehension. It is proved that teaching reading by using collaborative strategic reading (CSR) can give more positive effect in improving students' reading comprehension than conventional technique that usually used by the teacher. Through CSR, the students can maintain their social interaction, communication skill and reading strategies in comprehending the written texts.

It is proved that the activities of CSR really applied the student-centered learning instead of teacher-centered learning. The teacher just played the role as facilitator in the reading instruction and the students were provided a great opportunity to participate in the group discussion. The students were trained to be critical readers in pre-reading, whilst-reading and post-reading activities

that could lead them to be independent and successful readers. Besides, CSR creates more enjoyable teaching and learning process since the students could share their ideas about the texts they were reading with their friends in the group without feeling nervous, shy and afraid of making mistakes. The students studied more creatively and seriously in CSR class compared with in control class that was dominated by the teacher.

The principal purpose of applying CSR in teaching reading is to assist the students who have reading disabilities and difficulties when they read individually. Through collaborative strategic reading, the high achievement students or good learners could help the low achievement students or poor learners comprehend the texts better. In other words, the low achievement readers could learn a lot from the good achievement readers through the process of using the strategic reading in pre-reading, whilst-reading and post-reading activities. Since they had been trained in using the reading strategies during the group-work, the low achievement readers were hopefully skillful in using the strategies whenever they read the texts individually such as in daily test, mid-term test as well as in semester test. By doing so, they are able to become independent readers and have better reading comprehension.

So, by applying CSR which was proven effective to improve students' reading comprehension, the English teacher can be more creative in updating reading comprehension instruction which also considers both the students' disabilities and personality (extroverted and introverted).In this case, the teacher does not only pay attention to the good learners but also the poor

learners. This can create interesting, enjoyable and meaningful reading instruction process. A creative and professional English teacher is required to find out and apply appropriate teaching strategy in the effort of improving students' reading comprehension achievement.

C. Suggestions

Based on the findings and the conclusions above, the researcher proposes some suggestions as follows:

1. Since collaborative strategic reading is proven as an effective technique to improve the students' reading comprehension of analytical exposition, narrative and spoof texts at grade XI of social science at SMA 7 Padang, it is suggested to the English teachers at SMA 7 Padang to apply this technique as a variation in teaching reading.

2. The researcher also suggests the English teachers to apply CSR in teaching reading since it can give some advantages for the students. Through CSR, students are able to share their ideas, opinion and comments with their friends in the groups that can result in better reading comprehension. In addition, introverted students can improve their communication skills and social interaction during the group-discussion.

3. Because of the limited time, in this research, the researcher took personality, extroverted and introverted, as the moderator variable. For the future, she really suggests to other researchers to conduct further research by involving other psychological aspects as moderator variables like intelligence, reading interest, attitude, and so forth.

4. The researcher also suggests further researchers to develop this research on larger population and sample and to conduct the similar research on other genres of texts in order to get wider knowledge and enrich empirical data.

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