The Effectiveness of CSR (Collaborative Strategic Reading) Strategy toward VIII Grade Students' Ability in Reading at SMP N 11 Padang

Thesis

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ABSTRAK

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Rendahnya kemampuan siswa SMPN 11 Padang terhadap pemahaman membaca salah satunya diakibatkan oleh kurang tepatnya guru dalam menggunakan strategi pengajaran. Oleh sebab itu perlu diterapkan sebuah strategi pengajaran membaca yang menarik dan berguna untuk meningkatkan kemampuan pemahaman membaca siswa. Dalam penelitian ini, peneliti menggunakan strategi *CSR* (*Collaborative Strategic Reading*) pada kegiatan membaca. Penelitian ini bertujuan untuk melihat dampak penggunaan strategi *CSR* dalam kegiatan membaca terhadap pemahaman siswa dalam membaca. Penelitian ini mengemukakan hipotesis yakni *CSR* memberikan dampak positif terhadap kemampuan membaca siswa kelas VIII SMPN 11 Padang. Adapun jenis penelitian ini yaitu penelitian eksperiment. Populasi penelitian adalah siswa kelas VIII SMPN 11 Padang tahun pelajaran 2015-2016 yang terdiri dari tujuh kelas. Sampel penelitian yang diambil dengan menggunakan teknik *cluster sampling* ini terdiri dari dua kelas yaitu VIII C sebagai kelas experimen dan VIII B sebagai kelas control. Masing-masing kelas memiliki jumlah siswa 32 orang. *Instrument* yang digunakan adalah *Reading Test.* Tes dilakukan dua kali; *pre-test* dan *post-test*. Tes tersebut terdiri dari tiga puluh butir soal dalam bentuk pilihan ganda. Setelah memberika *post-test* didapat data berupa nilai reading test oleh kedua kelompok sampel yang kemudian danalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa t-*hitung* sebesar 6.7, sedangkan t-*tabel* sebesar 2.00, yang berarti t-*hitung* > t-*tabel.* pada taraf signifikasi 0.05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi *CSR* dalam pembelajaran membaca dapat memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

Kata Kunci   : *Collaborative Strategic Reading* (*CSR*), *Reading Comprehension*

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It is hoped that this thesis will be useful for the readers, especially for the English teachers. Any suggestion and constructive opinion will be acceptable for the improvement of this thesis.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an essential thing in humans' life. Humans need to read to gain information and knowledge. Through reading, people can find any information needed and improve their knowledge. In the daily life, people often find information through reading; reading newspaper, announcements, advertisements, and so on. By reading much, the people will be able to get involved in some aspects in their life such as in science, technology, business, politics, sociocultural and in educational aspects.

Basically, reading is getting the meaning from printed words. The expectation in today's society is that 100 percent of the population will be able to read and comprehend since humans have used oral language for 4 million years. However, the ability to represent the sounds of language by written symbols has been around for only 4,000 to 5,000 years (Wolfe, 2004:2). The data show that people still have some problems in reading.

When a person can read once, she does not need to learn how to read again. However, reading something in different language as the readers' mother tongue will play different role. As English for Indonesians is a foreign language, it is not easy to read something in English just like reading passages in Indonesian Language. In academic field, there is English course in which the students have to read the passages in English. As a result, the students often find that reading is not

easy at all. It is represented by the scores of the students in reading indicating that they still have low ability in reading (see Appendix 1).

Based on the preliminary study done by the researcher in SMP N 11 Padang on January 21st, 2016, it was found that the VIII grade students still found some problems in reading. Based on the earliest interview done to a teacher and some VIII grade students there, it could be seen that the problems faced come from both students' and teachers' sides. There are some problems in students' side. First, since English is a foreign language, it is hard for the students to understand the passages read as they just read and they are lack of vocabularies. They sometimes just read the passages because they are asked to read them by the teacher. They just read what is written. It is not in line with Troyka (2009:4) who states that in reading; the reader is not only looking at words. It is more than that. Furthermore, the students also spend so much time to find the meaning of difficult words in the dictionary since they are lack of vocabularies. If there are many difficult words on the text, most of their time is just spent to look their up in the dictionary to find the meaning of the words.

Then it is found that the students are lack of motivation in reading. Some students state that they read a text just to answer the questions provided. If there is no question, they tend not to read English passages given at all. They believe that reading is used just to answer the questions. Because of that opinion, the students tend to cheat the answer to the high level students.

The next problem is that in the process of teaching-learning reading, not all of the students actively participate. The students who are active in the teaching-learning reading process are only those who are high level students. The

low level students tend to just do what is asked. They tend to think that as long as there are high level students can participate actively, they do not need to do so. Besides, the strategy used by the teacher in teaching reading sometimes does not allow all of the students to participate in the teaching-learning reading process.

Next problem coming from teachers' side is the way the teacher teaches in the class. The teacher just asks the students to read the passages provided, find the difficult words and then answer the questions. Those activities in reading are a boring thing for the students since they are just reading the passages given by the teacher. There is no such useful guideline given by the teacher. As the teacher, a person needs to control the teaching-learning process and make the students understand well about the course being taught.

In addition, it is the teacher's responsibility to lead the student chooses a good strategy to be a better reader. The teacher should make the teaching-learning process run well. By giving an effective strategy to the students, it will help them understand their reading more. Besides, the students also can find that their teaching-learning process is not boring at all if there is an effective strategy used. Those statements are proved by David Mendelsohn, Michael Swan, and Mike Cross in Cane (2008) who agree that the use of strategies in teaching learning process can give a great benefit for the learners.

The problems above seem to lead to one biggest problem that can cover all of the problems above that is the strategy used. Strategy used in reading is one of the influential causes that makes the students cannot master reading ability well. Anderson (2008:3) states that if the readers want to be a good reader, they have to use a variety of strategies. In the other words, to be a better reader, the student

needs to have a strategy in reading, and it is the teacher leading them to choose an effective strategy to be used. There are many strategies can be used in teaching reading. However, it is rarely found that the teacher uses an effective strategy in teaching reading. So that the problems can be solved if there is a useful and effective strategy used in reading.

Furthermore, the researcher has read some theories about a strategy that seemed to be effective to solve the problem above. It is a collaborative strategy in which the students do group work. In fact, there are some teacher have used group work or collaborative in teaching reading. The teacher devides the students into several groups consisting of five to six students. However, even though it is a group work, not all of the members of the group participate. Thus, it seems that the strategy used is not effective yet. Because of that reason, there is Collaborative Strategic Reading (CSR) strategy to be used. The researcher is interested to implement CSR as the strategy used in reading.

The reason why the researcher wants to implement CSR is because it is a proper strategy for the students since it can lead the students to work cooperatively in which each student has a role in their group, so all of the students can participate actively. Furthermore, CSR is a comprehension strategy in which the students can improve their comprehension in reading. Beside that, one of the comprehension strategies in CSR can lead the students to increace their vocabulary. Then the students will not find that the teaching-learning process is a boring thing anymore since they can work together and reach the goal of reading together in their group.

Since it has been practiced in 1980, CSR had been used by some researchers in teaching reading. The result of the research showed that CSR could give beneficial effect toward students' reading comprehension. Klinger and Vaughn as the developer of CSR had done some research on CSR. They found that the students taught by using CSR had better gains than those taught without using CSR. Not only Klinger and Vaugn, there were also some researchers: Zoghi, M., Mustapha, R., & Maasum, N. T. (2010), Ferhan Karabuga and Ebru Sire Kaya (2013), Fawaz Alqarni (2015), Rizkya (2013), and Wijayanti (2013). The research done by those researchers above convince the researcher in implementing CSR in teaching reading to solve the problems faced by the students in reading.

B. Identification of the Problem

Based on the background above, it can be seen that there are some problems faced by the students in reading. The problems is identified into two problems that come from both students' and teachers' sides. From the students' sides, the ability of the VIII grade students in reading is still low. Then from the teachers' side, it is found that the strategy used in teaching reading is not effective yet.

C. Limitation of the Problem

In relation to the identification of the problem above, the strategy used in teaching reading is the limitation of the problem. There are some strategies can be used by the teacher in teaching reading. However, in this research, the researcher

limits the problem into the use of CSR (Collaborative Strategic Reading) strategy in teaching reading for Junior High School SMP N 11 Padang students grade VIII.

D. Formulation of the Problem

The problem is formulated as "Does CSR give positive effect toward students' reading ability?"

E. Purpose of the Research

The purposes of this research is to figure out whether CSR gives positive effect toward reading ability of Junior High School SMP N 11 Padang Students Grade VIII.

F. Significance of the Research

Theoretically, the finding of the study will contribute to enhance evaluable theories of reading, especially reading strategies. Practically, the finding of the research will be an input to the teachers in teaching reading. It is expected to give the contribution and information to the teacher about the effectiveness of CSR strategy. Further, the teacher could use this strategy in teaching reading in order to improve students' ability in reading.

G. Definition of Key Terms

CSR (Collaborative Strategic Reading)   : a comprehension strategy in reading while working cooperatively.

Reading Comprehension   : the ability of the students to construct the meaning from the reading text.

Effectiveness   : how successful CSR in teaching reading that can be seen toward the significant effect of students' ability in reading.