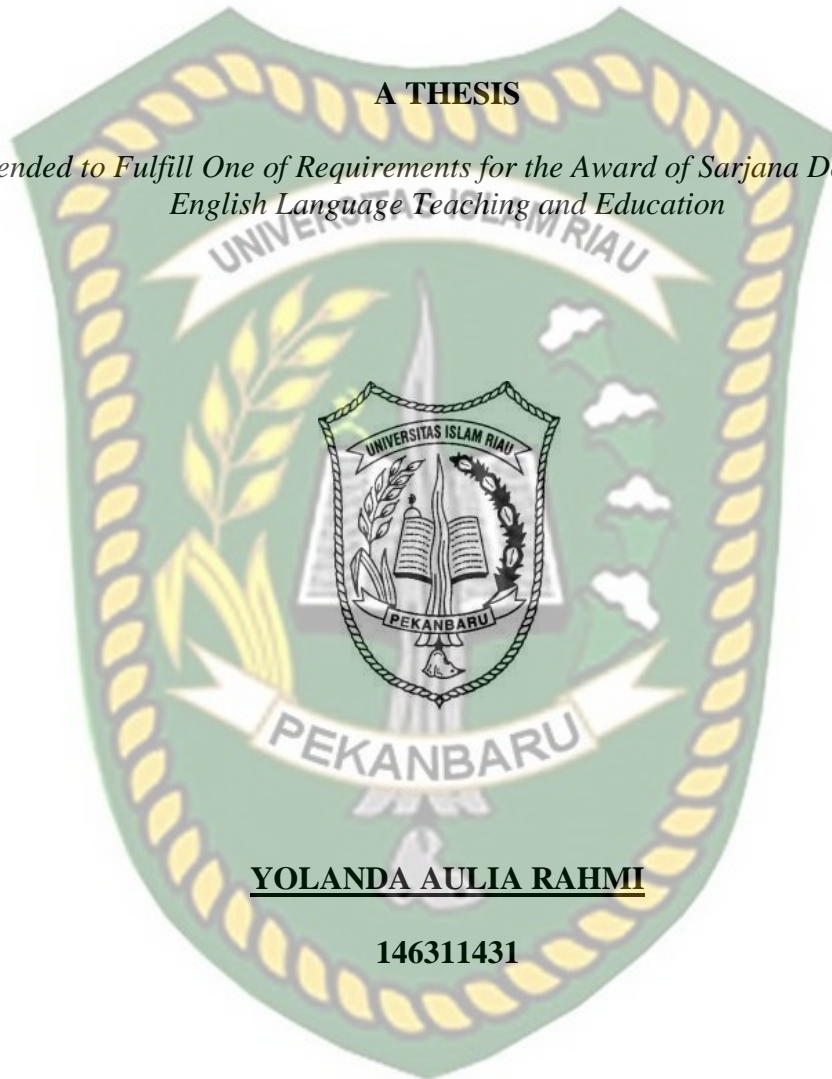**THE EFFECT OF COLLABORATIVE STRATEGY READING (CSR) TOWARDS STUDENTS' READING COMPREHENSION OF REPORT TEXTS AT THE SECOND GRADE STUDENTS OF SMA YLPI PEKANBARU**

A THESIS

Intended to Fulfill One of Requirements for the Award of Sarjana Degree in English Language Teaching and Education

YOLANDA AULIA RAHMI

146311431

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2019

LETTER OF NOTICE

The head advisor and vice advisor hereby notify that :

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Head Advisor   : Dra. Hj. Syofianis Ismail , M.Ed

Vice Advisor   : Sitti Hadijah,M.Pd

has completely written a thesis entitled :

**The Effect of Collaborative Strategy Reading (CSR) Towards Students'
Reading Comprehension of Report Texts At The Second Grade Students of
SMA YLPI Pekanbaru**

It is ready to be examined.This letter is made to be used, as it is needed.

Pekanbaru, 17th January 2019

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Dra. Hj. Syofianis Ismail , M.Ed   **Sitti Hadijah,M.Pd**
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THESIS APPROVAL

THE EFFECT OF COLLABORATIVE STRATEGY READING (CSR) TOWARDS STUDENTS' READING COMPREHENSION OF REPORT TEXTS AT THE SECOND GRADE STUDENTS OF SMA YLPI PEKANBARU

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2	15/01/2018	Revised Chapter I & II	
3	20/01/2018	Revised Chapter III	
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5	09/05/2018	Join Seminar	
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DECLARATION

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      I acknowledge that this thesis is the result of my own work, except for quotations (either directly or indirectly) that I took from various sources and mentioned their names scientifically. I am responsible for data and facts which are contained in this thesis.

Pekanbaru, 17th January 2019
The Researcher

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THESIS APPROVAL

THE EFFECT OF COLLABORATIVE STRATEGY READING (CSR)

TOWARDS STUDENTS' READING COMPREHENSION OF REPORT

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Drs. Alzabert, M.Si as the Dean of the Teaching and Education Faculty of Islamic University of Riau. Who has given research permission.

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ABSTRACT

Yolanda Aulia Rahmi, 2019, The Effect of Collaborative Strategy Reading (CSR) Towards Students' Reading Comprehension of Report Texts At The Second Grade Students of SMA YLPI Pekanbaru.

Key Words : Students' Reading Comprehension, CSR, Report Text.

The purpose of this research is to find out student's reading comprehension in learning reading and to know how Collaborative Strategy Reading (CSR) supports their Reading Skill. The researcher expected that the students would be able to understand what they read.

This research was classified as a Pre- Experimental research. The subject of this research is the second grade students of SMA YLPI Pekanbaru, the research was conducted on 12th October 2018 until 13rd November 2018. The sample of the research was divided one groups as experimental class, it consisted of 25 students. In order to explore the research data, the research applied reading tests to the sample in experimental class. In this case the researcher used reading tests: they are pre-test, treatment, and post-test. The researcher analyzed the data by using SPSS 24.0 to support the data and the used of Collaborative Strategy Reading (CSR) in reading process.

The result of the study in pre-test showed that students' reading of report text in experimental class there were 6 students stayed in fair level, and there were 2 students in good level. However in post-test of experimental class, there was 7 students stayed in fair level, and there were 13 students who can reach very good and excellent levels. From the result above, it can be concluded the students had improvement in reading comprehension, it was proved by students total score had improvement after treatment by using Collaborative Strategy Reading (CSR).

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of important skills in learning English because by reading people can understand information, send or read from printed pages or online sources. In English study, reading is one of the skills that the students should learn because it can improve the students language skills, such as learning vocabulary or reading aloud to improve pronunciation. However, many students have difficulty in reading, particularly in English text that students have problems and tend to find difficulties in reading. As the lack knowledge of English, the students often encounter difficulties when reading compulsory books written in that language. Then, the students also get lack strategy in reading because they usually do notknow what they have to do when get problems in understanding information that they read.

There are many factors that influence students' success in reading. First reading habits, it determinesmost of the students achievement, factors that influence reading habits such as interests, motivation, and the environment. These factors are very important in the implementation of reading skill. Therefore, when the students have high motivation in reading, they will interest and get new information from the text they read. This can help the students to addtheir knowledge, vocabulary mastery, and grammatical understanding.

Second, Good mastery vocabulary is very important for the students, because without mastering vocabulary, the students cannot master language skills.

Vocabulary is also needed in order to express their ideas or to understand messages. Mastering vocabulary is the ability to get or receive a lot of words, usually if they have mastered a lot of words it will be much easier to comprehend English language in oral or written materials.The last factors, grammatical understanding strategies is also influence for the students to be successful in readingcomprehension because if they not understand about grammatical they can't to be improve their reading comprehension.

In reading, comprehension is really required because the students' comprehension in reading represents how skillful they are in reading. Natalia (2004) defines that reading comprehension is an important academic skill. It means that the students have to master the skill in their academic activities. Therefore, students have to beactive in the process of learning in the classroom in reading. However, the students sometimes get difficulties to comprehend the reading material.

Based on researcher's experiences in learning reading in the classroom, the teacher's strategies in teaching reading did not really work well to help the students to support their reading comprehension skill. The teachers only focused on students textbook and gave instruction to do exercise by answering questions that related to the text and collected theirs without discussion of the answers. Therefore, the students did not know whether or not their answers were correct. Moreover, there were lack of interaction among the students and the teacher during reading activities.

In other words, the teachers should be able to guide the students in learning English. When teachers master at performing their roles, the quality of

the students will be achieved. However, sometimes the method used by the teachers make the students inactive, bored and they did not participate in the process of teaching and learning in the classroom. And for the teacher, they should change the way of teaching and using strategies that can improve students' reading comprehension. The use of appropriate strategies to assist teachers in achieving learning objectives in reading.

At school, the teachers have to teach some types of reading texts such as, analytical exposition text, descriptive text, news item text and report text. The students have to be able to comprehending the text. One of texts that students have to study is Report text, the text can be found in daily life. Report is atext which presents information about something such as place, thing, and animals. It is as a result of systematicobservation and analysis within reading report text, student have to write somethingdecent report by researching and analyzing something.The researcher choose Report text to conduct the research, because one of the nonfiction text report text which is learnt by the second grade students of Senior High School. Based on the newest version of syllabus, called 2013 syllabus, the students are required to be able to master the Report text.

Based on researcher's observation at SMAYLPI Pekanbaru, she found some problemsfaced by the students in learning process of reading. First of all, some of the students always felt bored when they were studied reading because they did not know the technique to understood the reading material easily and they lack in vocabulary. It could be seen from their low score in reading daily test where many student can not understood the meaning of some key words.

Secondly, students' have low knowledge in comprehended the reading text. It is became one of problem that makes the students difficult to comprehended the reading text. The students not accustomed to usedtheir background knowledge about the text before they started the reading. They not aware of the usefulness of their background knowledge to prepare them for the reading comprehension. As a result they not have mental readiness to read the text.The third, the students' condition during learning process is low motivation and uninterested in content of material.

To help students have good understanding in reading is necessary, the teachers have very important roles. The teachers should be creative and innovative in teaching English, especially in reading comprehension, for example the teachers can run interesting methods in reading, such as SQ3R, PQRST, DRA, JIGSAW, CSR, and REAP or the teachers should be able to use interactive media, such power point or digital videos. If the teacher can not apply appropriate methods add use interesting media in the class. So, it is no wonder why the students get problems in reading.

Therefore, the researcher is interested in applying Collaborative Strategy Reading (CSR) method to improve students' reading comprehension. As commonly know that the Collaborative Strategy Reading (CSR) is cooperative learning strategy that can help the students to solve their problem in reading comprehension. Collaborative Strategy Reading (CSR) was found and developed by Klinger & Vaughn (1987). Collaborative Strategy Reading (CSR) is the comprehension strategy which combine modification of reciprocal teaching and

cooperative learning strategy (Johnson & Johnson, (1987). Collaborative Strategy Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enchance content area learning. The researcher choose the CSRmethod because it can help the students in reading comprehension while working in small cooperative groups. Collaborative technique can stimulate the students to actively participate in reading and change the knowledge their reading comprehension become awareness of there is a reader so that they pay more attention about the strategies to improve the reading comprehension. The use of this technique also can help learners to understand more easily, they do it together to exchange information and give a response to fulfill their own needs.

Based on the background above, the research finally conducted a research on**"The Effect of Collaborative Strategy Reading (CSR) Towards Students' Reading Comprehension of Report Texts At The Second Grade Students of SMA YLPIPekanbaru".**

1.2 Identification of the problem

The importance of reading to the students is one of skills in learning language. it enlarged knowledge and improves achievement in reading comprehension. Students should not only developed their reading skills through formal education and assignment in school textbooks, but they should also read fiction, newspapers and magazines. Based on researcher's observation at SMA

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YLPI Pekanbaru, she found that there were some phenomena in relation the students' reading skill.Firstly, the students not interested to read because their reason it is boring. The second, lack of reading makes the students low in examination and the last factors to influence the students in reading learningis the lack of strategies, it is very important to the students know because the good strategy in reading learning to helps the students to improve their motivation and understanding in reading. The role of teachers to improve the students' reading comprehension is very important. The teacher must change the way of teaching and using the methods in the classroom.

Based on the statement above the researcher found the problem by the students and the teacher. First, the students felt bored and lack of vocabulary. Second problem related to the poor knowledge. The students were not accustomed to activated their background knowledge about the text before they started reading.Second problem was dealing with students' condition during learning process was low motivation and uninteresting in content of material.

Third, teacher's strategies in teaching reading were not varied. The fact showed that many teachers tend to use the conventional strategy which is mostly teacher-centered rather than student-centered activity. As the result teacher didn't involve the students in comprehending the texts given and the class do not actively participate in reading process.

1.3 Focus of the problem

In relation to the problem, the researcher found that the implementation of interesting learning strategy should applied by teacher in teaching reading. Hence, the researcher decided to apply Collaborative Strategy Reading (CSR) to improve students' reading comprehension at the second grade students of SMA YLPI Pekanbaru.

1.4 Formulation of the Problem

Due to the formulation of the problem, the problem is formulated as follow:" what isthe effect of Collaborative Strategy Reading (CSR) to improve students' reading comprehension at the second grade students of SMA YLPI Pekanbaru?

1.5 Objective of the Research

The research is to knowwhat are the effect of Collaborative Strategy Reading (CSR) to improve students' reading comprehension at the second grade students of SMA YLPI Pekanbaru?

1.6 Significance of the Research

The result of this research is to give theoretical and practical valuable significant as follows:

1. Students

It expects that this research can be a guideline or information for English teacher about the effect of Collaborative Strategy Reading (CSR) to improve students' reading comprehension

2. Teacher

The result of this research can enrich the theories of language teaching technique in teaching reading.

3. Next researcher

It expects that it is useful as a reference in doing the relevant research.

1.7 Definition of the Key Terms

1.7.1. Effect is something that cause or agent or something that produces a specific impression (Mc. Knigt,2000). In this research, effect means that result of giving treatment Collaborative strategy Reading (CSR) toward students' reading comprehension at the second grade students of SMA YLPI Pekanbaru.

1.7.2. Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Natalia (2004) define that reading comprehension is an important academic skill. In this research, Reading means that the ability at the students of SMA YLPI Pekanbaru in understanding reading material.

1.7.3. Collaborative Strategy Reading (CSR) technique is excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (klingner, 2008). In the research, Collaborative Strategy Technique (CST) means that the technique used to enchance students reading comprehension.
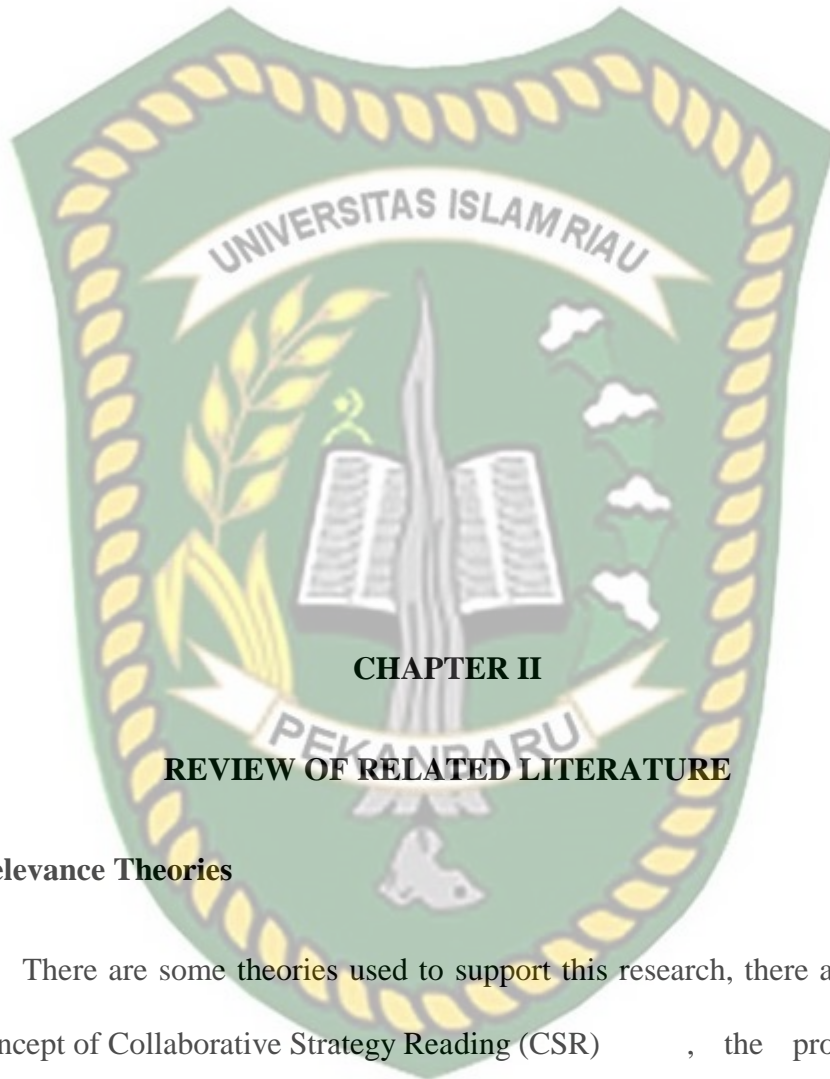
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

There are some theories used to support this research, there are relate to the concept of Collaborative Strategy Reading (CSR)   , the procedure of Collaborative Strategy Reading (CSR), advantages of Collaborative Strategy Reading (CSR), Concept of Reading Comprehension, purpose of Reading Comprehension, and the Analytical Exposition Text.

2.1.1 Concept of Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading (CSR) is excellent teaching technique for teaching students reading comprehension and building vocabulary and also

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working together cooperatively (Klingner, 2008). Collaborative Strategy Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enchance content area learning. Collaborative Strategy Reading (CSR) teaches students reading comprehension while working is small cooperative groups. It is mostly used with descriptive text, but can also be used with analytical exposition text. Collaborative Strategy Reading (CSR) consists of four reading comprehension strategies that are applied before, during, and after reading. Collaborative Strategy Reading (CSR) strategies are : (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up. In this research , the researcher will describe the Collaborative strategy Reading (CSR) instructional approaches: reading comprehension strategies and cooperative learning groups.

In Collaborative Strategy Reading (CSR), students work in small cooperative groups to apply Collaborative Strategy Reading (CSR). Thus, they will be assigned roles to perform while using Collaborative Strategy Reading (CSR). Teachers train their students to apply the four comprehension strategies of Collaborative Strategy Reading (CSR) through modeling and classroom activities from the beginning of the year. Students may use cue cards to remind them about the strategies and their roles. When they feel confident implementing Collaborative Strategy Reading (CSR) and roles, they may stop using cue cards.

Once students have developed the Collaborative Strategy Reading (CSR) demonstration skills and understand their roles, they are ready to apply Collaborative Strategy Reading (CSR) in cooperative groups. The teacher assign

each students a role in his/her group. Roles depend on the number of students in the groups. Possible roles are:

a. Leader : and directs the group during the implementation of Collaborative Strategy Reading (CSR) with the teacher's assistance, if needed, and keeps the group's members on task.

b. Clunk expert : Uses clunk cards to show the group the fix-up strategies when they try to figure out a clunk.

c. Gist expert : Guides the group to identify the most important ideas of the passage they are reading.

d. Encourager : Encourages the group members participate in the group's discussion and gives the feedback.

e. Announcer : Calls on the group members to read or share ideas during the activity.

f. Reporter : Share the group's ideas, answers, and questions during a whole class discussion.

The teacher presents and teaches students the CSR strategy and cooperative grouping from the beginning of the year. When students develop the skills and implement CSR strategies in cooperative groups, the teacher should circulate among the groups to facilitate cooperative learning, provide assistance and support when needed, and clarify any misconceptions.

2.1.2 The Procedure of Collaborative Strategy Reading (CSR)

In Collaborative Strategy Reading (CSR), students learn four tecniques: *preview, click and clunk, get the gist, and wrap up.* Preview is used before reading

the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other two strategies click and clunk and get the gist are used multiple times while reading the text in each paragraph. According to Klingner (2008), in the following sections we provide an overview of procedure of Collaborative Strategy Reading (CSR) ;

1. Before reading:

    Preview the text

    Students preview the whole passage before reading its sections. Previewing the text activates prior knowledge, stimulates students' interest about the topic, and facilitates making predictions. During this step, students look at headings, key words, pictures, and charts in a short period of time. The teacher asks students some questions to engage them in a classroom discussion about what they learned from the previews. Also, the teacher encourages students to predict what they think they will learn from reading.

2. During reading:

    Click and clunk (I get it – I do not get it)

    Students monitor their understanding and decide if they really understand what they read or not during reading. When students read a passage with understanding, they proceed smoothly through the text. When students find a word, concept, or idea hard to understand, it is a clunk. Clunks break down reading comprehension and make it hard to understand the whole text. In this case, students need to identify the clunks

then figure them out using fix-up strategies, written on clunk cards, to understand the text.

Fix-up strategies may include but are not limited to:

a. Vocabulary Fix-up skills: The students rereads the sentence and looks for clues to understand the meaning of unknown vocabulary word in the sentence. Also, breaking up the word into its syllables or prefix suffix to look for smaller words.

b. Read-Pause-Reflect : To help students monitor their understanding during reading, allow them to decide to pause at any point to recall the main ideas the section.

c. Partner Retell: Students work in pairs this activity. One students assigned the role of "re-teller" and the other assigned the role of "listener". The reteller talks about the main idea(s), concepts, and points of the reading while the other students listens, comments, and ask questions. Then, the teacher randomly calls one of listeners to share information told by the reteller.

Get the gist

Students learn to identify the most important idea(s) in the text during reading. This strategy teaches students to use their own words to explain the main ideas of every paragraph or two using a few words to check for understanding.

3. After reading:

Wrapping up

After reading, students identify the most important ideas from the entire section they have read. They generate questions and answers about the information in the text. Encourage students to create high order thinking questions and write down the most important information in the text.

According to Bean, T.W., Readence, J.E., & Baldwin, R.S. (2011). Follow-up activities are used to reinfore the main ideas and the vocabulary words students have learned from reading.

a. Verbal and Visual-Word Association: Students write clunks on a Post-it note and adhere it to the page in which the chunk were found. Then, they draw a rectangle divided into four sections for each word. Students complete the boxes by providing the definition and a visual representation of the word, and their personal association to the word.

b. Cubing : Students compose a descriptive paragraph using cube. On each side to of the cube the following will be written : (a) describe it, (b) compare it, (c) associate it, (d) analyze it, (e) apply it, (f) and argue for or against it.

c. Graphic Organizers: Students organize the information they have learned from reading in charts, diagrams, or maps. For example, one group uses a Venn-diagram to compare and contrast ideas. Another group uses semantic mapping to show the relationship among ideas.

d. Fishbowl: each group writes one question or two about the topic they read. Students leave the question(s) on their table for other groups to answer. Under the supervision of the teacher, students will rotate and answer the questions.

2.1.3 Advantages of Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. CSR learning logs are used to help students keep track of learning during the collaboration process. Students think about what they are reading and write down questions or reflections about their learning. The completed logs then provide a guide for follow-up activities and evaluation methods. CSR learning logs may be used across various units of study which offers teachers flexibility for implementation. CSR learning logs provide written documentation of learning, encourage all students to practice actively in their groups, and become excellent study guides. CSR learning logs also assist teachers with recording IEP progress for special education students.

2.1.4 Concept of Reading Comprehension

A learner should know the five foundations of comprehension, there are conceptual knowledge, language skill, text features, strategies and fluent decoding (Paris, 2005:1). In order word, reading comprehension requires complex thinking and specific strategies. To monitor and repair comprehension, teachers can asses it by questions, tests, and discussions to diagnose strengths and weaknesses of the learners' comprehension.

Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning (Hills, 2003). This definition is also supported by Maibodi (2008) who states that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written.

2.1.5 Purpose of Reading comprehension

Rivers and Temperly in Nunan (2003) suggest seven main purposes of reading. There are (1) to obtain information for some purposes or because the reader is curious about some topic, (2) to obtain instructions on how to perform some task for the reader work or daily life, (3) to act in play, play game, do a puzzle, (4) to keep in touch with friend by correspondence or to understand business letter, (5) to know when or where something will take place or what is available, (6) to know what is happening or has happened, and (7) for enjoyment or excitement. These purposes employ for different reading task.

Cain et al (2004:32) describes the component skills in reading comprehension are inference making, comprehension monitoring and understanding text structure. Inferences that were necessary to make sense of a text and that required either the integration of information among individual sentences in the text or the integration of general knowledge within formation in the text. Comprehension monitoring is one aspect of metacognition that concerns the comprehension of connected prose. Knowledge about the organization of narrative texts is a skill that helping readers to involve relevant background

information and schemas to facilitate their construction of a meaning-based representation.

Brown (2009: 228) classifies the design of assessing reading as perceptive reading (task includes the attending to the component of the language), selective reading (task focus on grammatical language), interactive reading (task involves the schemata of the reader to read the text) and extensive reading (task involve the long text such as journal, article, essay, and so on. In this type, the reader need top-down processing while reading. Furthermore, Brown (2009:229) added that interactive reading is a type of reading task that includes students schemata and synthesizing. In summary, those theories give some consideration in assessing reading comprehension. We need some aspects or indicators to be used. The aim of using indicators is to give the references in scoring students reading comprehension.

2.1.6 The Report Text

Referring to 2013 curriculum there are three kind of texts that should be comprehend by the students of grade XI Senior High School such as procedure, Analytical Exposition text, Recount text and Report text. In this research, the researcher focused on understanding of Report texts.

According to Linda (1995:196), Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomenon of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes and oceans. An information report usually contains facts about the

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subjects, a description and information on its aspects or features like appearance (parts of components).

Qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things). Then, Anderson (1997) defined that information report is a piece of text that tells information about subject. It is usually contains facts about the subject, a description and information on its parts, behavior and qualities.

Anderson (1997) defined the steps of constructing information report the text structure/generic structure of information report text, they are: 1) General Classification, 2) Description, a series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.

Anderson (1997) also mentions that the language feature of report text as follow: 1) use timeless present tense, 2) use action verbs (climb, eat, erupt) linking verbs (is has, belongs to), 3) use language of defining (are called) classifying)belongs to), comparing and contrasting (are similar to, are stronger than, like), 4) Use descriptive language)color, shape, size,function, habit, behavior), 5) Use technical terms.

Table 2.1.6 Report Text

THE PELICAN REPORT	
General Classification	The white pelican is one of the most successful fish-eating birds.
Description	The success is largely due to its command hunting behaviour.

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| | A group, perhaps two dozen birds, will gather in a curved arc some distance offshore. The birds then begin to move forward towards the shore, beating the water furiously with their wings, driving the fish before them. |
| | When the water is shallow enough for the birds to reach the fish, the formation breaks up as each bird dips its bill into the water to scoop up its meal. As the bird lifts its head, the water drains from its bill leaving the fish which are then swallowed. Pelicans are among the oldest group of birds, Fossils of this genus have been found dating back 40 million years. |

2.2 Relevance Studies

There are some studies relate to this research, such as Rizka (2011), Anggara (2017), and Rahman (2015) .

The first study was conducted by Rizka (2011) in a title about "The Effect of Collaborative Strategic Reading Toward Student's English Reading Comprehension at the Second Year of SMPN 1 Singingi Hilir". The research shows that experimental research, the purpose of the research is to find out the effect of Collaborative Strategic Reading toward second year students' reading comprehension at SMPN 1 Singingi Hilir.

Then, Anggara (2017) the title is " The Effect of Collaborative Strategy Reading (CSR) Towards Students' Reading Comprehension at The First Year of
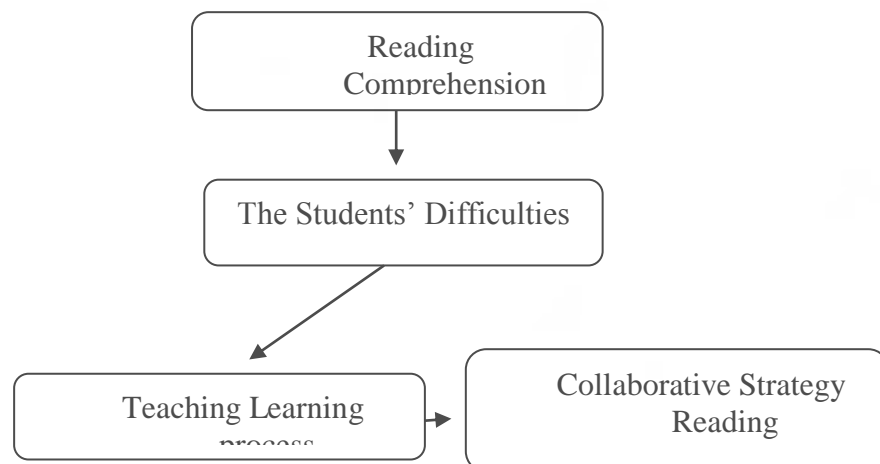
SMP 7 Taluk Kuantan". The aim of the research is to find out whether or not there is a significant effect of CSR toward students' reading comprehension. This research was conducted experimental class by using visualization strategy.

The last, Rahman (2015)This research aimed to find out: (1) the students' attitude toward CSR in teaching-reading comprehension and (2) the role of CSR and its affects on students' reading comprehension. This study was experimental which involved two groups: experimental and control groups.The study reveals that the implementation of CSR has a significant effect on students' reading proficiency in terms of content of the text: preview, click and clunk, get the gist and wrap up.

Based on the studies above, it can be concludedthat Collaborative Strategy Reading (CSR) can help the students in learning English in reading comprehension and to be effective to the students to understand about what they read.

2.3 Conceptual Framework

The conceptual framework of the research can be created as follow:

```
┌─────────────────────┐
│     Reading         │
│   Comprehension     │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│ The Students' Difficulties │
└─────────────────────┘
           │
           ▼
┌──────────────────┐      ┌──────────────────────┐
│ Teaching Learning │ ───▶ │ Collaborative Strategy │
│     process       │      │      Reading          │
└──────────────────┘      └──────────────────────┘
```

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Expected Result

The Effect Of CSR In Students'
Reading Comprehension Of
Report Text

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is Pre-Experimental design. The design of this research is experimental design because the researcher wants to measure the effect of Collaborative Strategy Reading (CSR) in students' reading comprehension. This research focused on quantitative approach and require at least one group, it can be concluded as independent (X) and dependent variable (Y). The independent variable used Collaborative Strategy Reading (CSR) and dependent variable is students' reading test. The design could be seen in the following table :

Table 3.1

Design of Pre-test and Post-test

Class	Pre-test	Treatment	Post-test

XI IPS 2	Y1	X	Y2

Where :

Y1   : The students' reading comprehension before treatment of experimental class

X   : Teaching reading by using Collaborative Strategy Reading (CSR)

Y2   : The students' reading comprehension after treatment of experimental class

3.2 Location and time of the Research

This research was conducted at the second grade students of SMA YLPI Pekanbaru in August in the academic years of 2018/2019. It is located on Kaharuddin Nasution street, simpang tiga, Bukit raya, Pekanbaru.

3.3 Population and Sample of the Research

3.3.1 Population

According to Fathoni (2011: 103) population is elementary unit which parameter will be predicted through analyzing statistical results that conducted to research sample. The subjects of this study were the students of the second grade of SMA YLPI Pekanbaru.

3.3.2 Sample

The sample of this research was the students in class XI IPS 2. There are some reasons for choosing them as a sample. First, the students have problems in reading comprehension. Second, the researcher want to apply

new method that makes students easily in studying reading comprehension. According to Sugiyono (2003 : 56) sample will "some of amount and characteristic owned by population, as for becoming sample of at this research is all student of XI IPS 2".

In addition, Suharsimi (2006) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it could be taken between 10-15% or 20-25% or more then it. In this research, the researcher,25 students have been taken of the subject.

Table 3.3.2

Sample of The Research

Class	Total of Students
XI IPS 2	25

3.4. The Instrument of Research

The instrument in this research was reading test that given in the form of multiple choices.The purpose of the test wasto know the improvement of the students' reading comprehension. In this research, theresearcher used two series of test, pre-test and post-test. The pre-test was used to determine students' reading comprehension of report text before getting the treatment, and the post-test was used to determine students' reading report text after getting thetreatment. The test is constructed from the students' English textbook and frominternet websites.

3.5 Research Procedures

3.5.1 Pre-test

Before treatment, the students in experimental group were given a pre-test. The purpose was to know the students' reading comprehension before treatment. Pre-test was conducted at the first meeting. The test items consisted of 20 items of multiple choices. It last in 90 minutes, with 2 x 45 minutes. The researcher distributed to identify the students' prior knowledge in reading. The table below present the blue print of the test

Table 3.5.1

Blue Print of the Test

No.	Text	Indicator of Report text	Number
1.	Snakes	• General Classification	1,2
		• Description	3,4,
		• General Classification	5,6
2.	Komodo Dragon	• Description	7,8
		• General Classification	9,10
		• Description	11,12
3.	The Brainy Body	• General Classification	13,14
		• Description	15,16
			17,18
4.	Napoleon		19,20

The materials given to the student for the types of material are:

1. Snakes

2. Komodo Dragon

3. Call for proposal

4. Kangaroo

The list of the reading texts that was used during the research could be

seen in the following table:

Table 3.5.1

Materials for Treatment

No	Meetings	Material	Test
1.	1st	Kangaroo	Treatment
2.	2nd	Komodo Dragon	Treatment
3.	3rd	Call For Proposal	Treatment
4.	4th	Snakes	Treatment

3.5.2 Post-test

After doing treatment, test was be administered in order to know the students' achievement after teaching by using discussion method implemented in the classroom process. The post-test was conducted at the last meeting.

3.6 The Data Collection Technique

In collecting the data, the researcher gave the test in two sessions. Firstly, pre-test gave to the students in order to find out their reading test score before they get treatment. Then, Post-test was given after all treatments had been done. The Post-test was given in order to know how effective the application of using Collaborative Strategy Reading method belongs to students' reading skill.

After the students did their test, the researcher was process the result of the reading comprehension test.

3.7 The Data Analysis Technique

In this research, the researcher was conducted a test as the technique for collecting the data. The test was used to measure students reading comprehension.

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The test consisted of 20 items which form of test is multiple choices. The duration will 45 minutes to conduct allactivities.

Table 3.7

The Clasification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Adapted from Arikunto,2009:223)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter presented the research findings dealing with data analyzed interpreted, which have been taken from the pretest and posttest of one class experimental. Subsequently, it shows the students' score increase from pretest to posttest in order to find out whether or not the experimental class's achievement by Collaborative Strategy Reading (CSR) at SMA YLPI Pekanbaru.

4.1.1 Data Score in Pre- test

4.1.1.1 Experimental Class

Before giving treatments, the researcher had given pre- test to the students. It was done to know the students skill of reading comprehension. The data of students' reading comprehension before CSR were given from pre- test in class XI IPS2 as experimental class. The score of pretest in experimental class could be seen in the figure 4.1.1.1
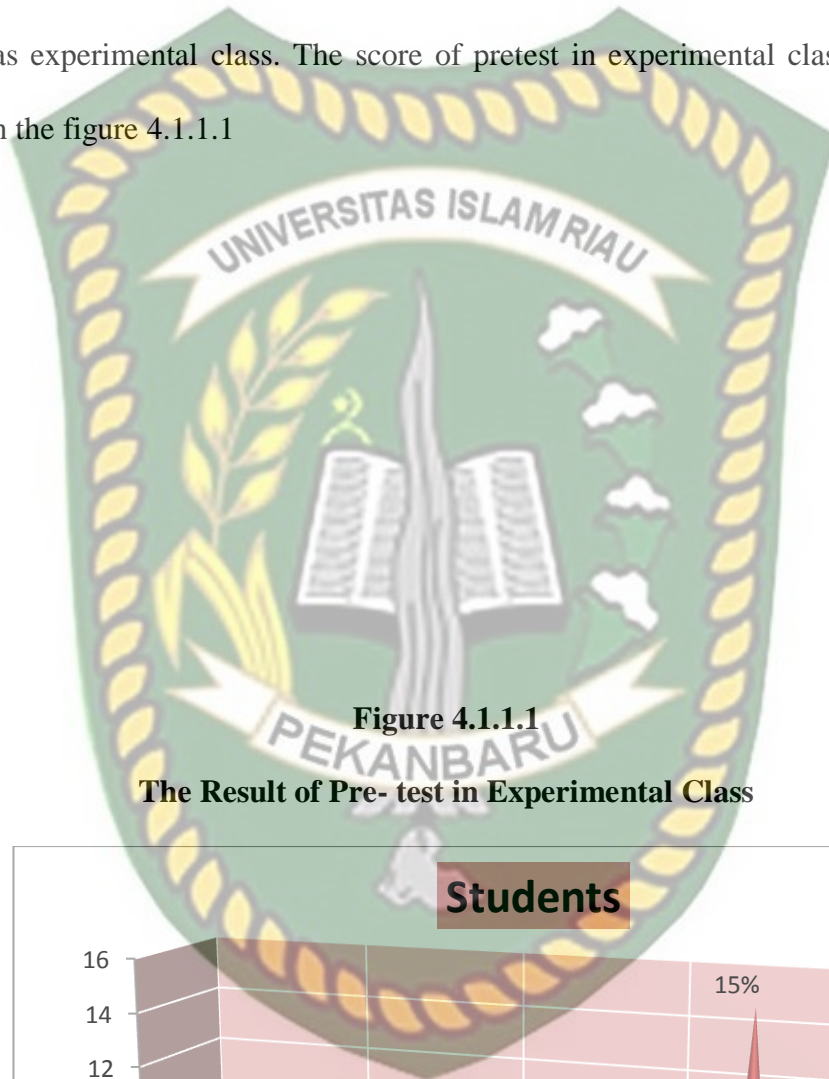
Figure 4.1.1.1
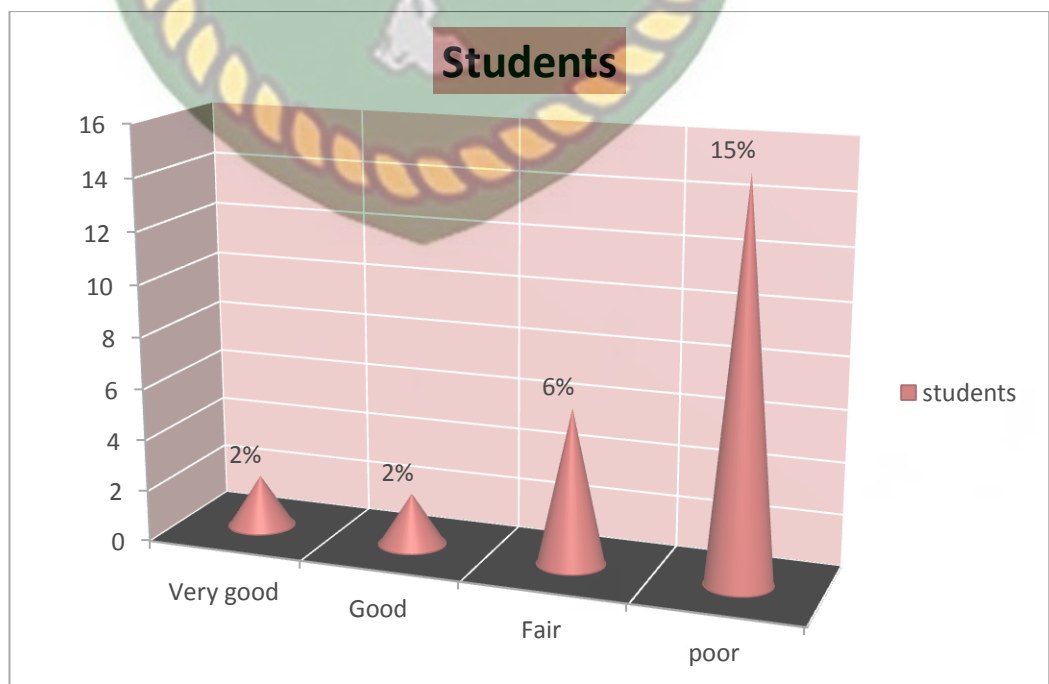**The Result of Pre- test in Experimental Class**

Figure 4.1.1 showed the students score of pre- test in reading comprehension in experimental class. Based on the data above from 25 students were classified that 15 students were in Poor level, 6 students were in Fair level, 2 students in Good and 2 students in very Good Level. The data showed that most of students did not have good skill in reading comprehension. The students were not accustomed to activating their background knowledge about the text before they start reading. And than, problem was dealing with students' condition during learning process is low motivation and lack of confident to start reading text. It proved that students had serious problems reading comprehension. Furthermore, the maximum score in pretest of experimental class was 85 and the minimum score was 20. It means that the students' score classified most in poor level.

4.1.2 Data Score in Post test

4.1.2.1 Experimental Class

After doing the treatment in experimental class by using Collaborative Strategy Reading (CSR), a post test was conducted in the last meeting. The score of test had been taken as data of research. The score of post-test in experimental class could be seen in the table 4.1.2.1.

Figure 4.1.2.1

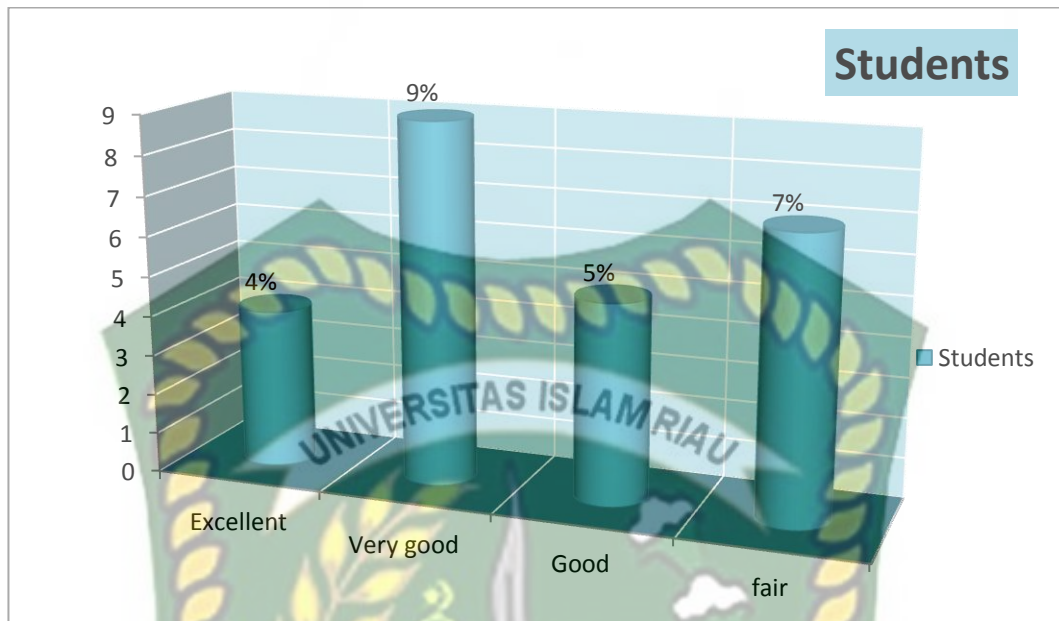**The Result of Post- test in Experimental Class**

Figure 4.1.2.1 showed the students score of post- test in reading comprehension in experimental class. Based on the data above from 22 students were classified that 7 students were in Fair level, 5 students were in Good level 8 students were in excellent level, and 3 students were in excellent level. The data showed that most of students were good reading comprehension because they could be increase the test score from previous score. Furthermore, the maximum score in post-test of experimental class was 95 and the minimum score was 65.

From the data above after doing the treatment by using Collaborative Strategy Reading (CSR) in reading comprehension the students score were raise optimally. It means that the students' means score classified as good level.

4.1.3 The Students' Score of Pre-test and Post-test in Experimental Class

The result of the students' data in reading comprehension by using Collaborative Strategy Reading (CSR) calculated by SPSS 24 taken from pre-test and post-test can be seen in the figure 4.1.3.

|		Mean	N	Std. Deviation	Std. Error Mean	Minimum	Maximum
Paired Samples Statistics							
Pair 1	PRE TEST	55.0000	25	17.13914	3.42783	20	85
	POST TEST	76.6000	25	9.97079	1.99416	65	95

Table 4.1.3.

The Students' Statistics of Pre-test and Post-test in Experimental CLASS

From table 4.1.3. It can be seen that there were 25 students in experimental class. In the pre-test maximum was 85 and minimum was 20. While the post- test maximum was 95 and minimum was 65. Besides, the mean score of pre-test

55.0000and mean score of post-test was 76.6000. The standard deviation in pretest was 17.13914and post-test 9.97079. The standard error mean in pre-test was 3.42783 and post-test was 1.99416. It means the student had improvement in reading comprehension, it was proved by students total score had improvement after treatment by using Collaborative Strategy Reading (CSR).

Diagram 4.1.3

Students' Reading Comprehension on Collaborative Strategy Reading

(CSR) of Experimental Class
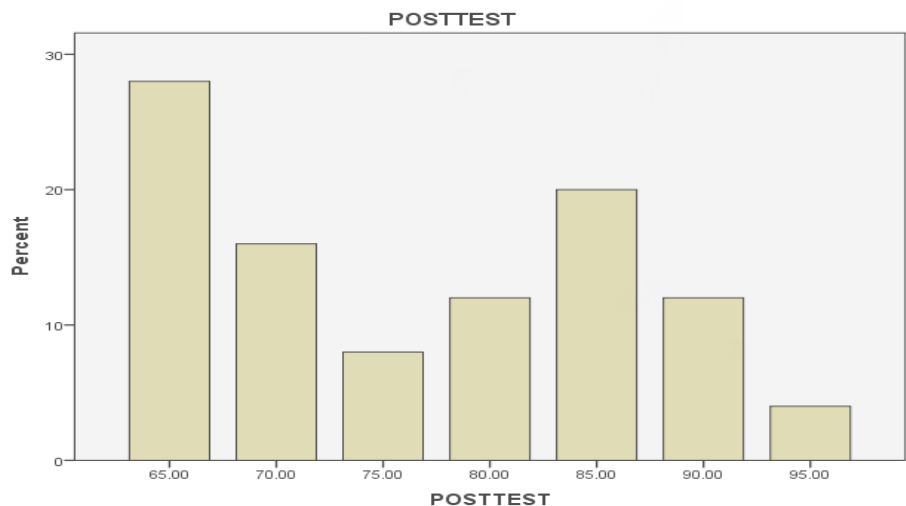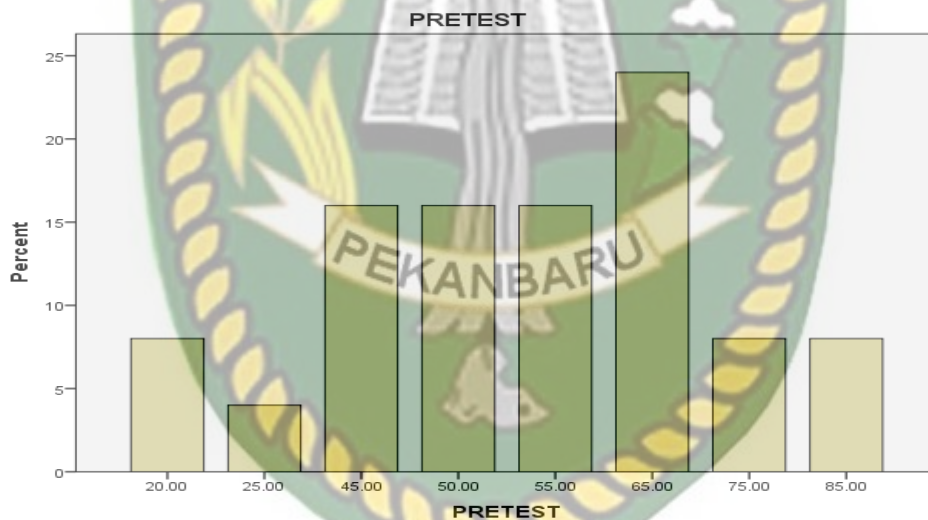
Based on diagram 4.1.3 showed that the students' reading comprehension such value for pre- test and post-test experimental class. It could be seen that the students' reading comprehension in collaborative strategy reading (CSR) from the higher to lower score on each value. From the diagram above, it can be seen some value in experimental class got improvement from pre-test to post test. Here are the improvement of each value from the higher score to lower score. The first, the lower value of pre-test got improvement from 20 to 85. The second, the higher value of post-test got improvement from 65 to 95. In the post-test there are value 25, 45, 50, 55 and 75 but in post-test there are changing to be 70, 75, 80, 85, and 90. It means that from the data above, we can conclude that the students' reading comprehension of collaborative strategy reading (CSR) in experimental class got improvement from pre-test to post test.

4.2 Data Interpretation

In this interpretation was focused on the result of the research and data analysis which was the effect by using Collaborative Strategy Reading (CSR) of students' reading comprehension at SMA YLPI Pekanbaru, particularly from pre-test and post- test.

It could be analyzed that the increasing of the students' reading comprehension after being taught by using CSR. The mean score of post-test is

76.6000 point. On the other hand, the pre-test was 55.000 point. So, it could be concluded that the increasing of the posttest was higher than pretest.

4.3 Description of Teaching Learning Process

In this matter, the research discussed about teaching and learning process. The activities and phenomena during the research was conducti ng can show how the learning Collaborative Strategy Reading (CSR) give the significant effect on students reading comprehension. It discussed from the first meeting up to fourth meeting. The research gave the pre-test in the first meeting and post-test in the last meeting. And for the second meeting up to fourth meeting were the activities of teaching and learning process which using Collaborative Strategy Reading (CSR).

In the first meeting on October 12th 2018, the researcher gave pre test for the students to know students' reading comprehension base score before treatment. And than, after pretest the researcher doing the treatment. There were four meeting for treatment. Each meeting of treatments, the research applied learning strategy that was Collaborative Strategy Reading (CSR) in a different material of report texts.

The second meeting is treatment on October 16th 2018, the researcher explained about report text and gave example how to identify the generic structure of report text. Introducing the students to the Collaborative Strategy Reading (CSR) in a text. Text example about "kangaroo". The researcher showed the text by using power point. Before reading, the researcher asked students preview the whole passage before reading its sections. The students look at headings, key words, pictures, and charts in a short period of time. The teacher asks students some questions to engage them in a classroom discussion about what they learned

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from the previews. The researcher asked students to about their understanding what they read or not during reading. And than, after that the researcher asked the students to find general classification and description in a text.

In the third meeting was conducted on October 23rd 2018, the researcher repeated the material last week and showed the picture related to the text. After the students look the picture, the researcher showed the material of Report text about "Komodo Dragon". In this treatment the researcher applied CSR as the method in the learning process in the classroom. Based on procedure of CSR : While-Teaching; Before Reading : Preview the text, firstly, the research asks the students preview the whole passage before reading a text. Secondly, the research asks the students look at headings, key words, pictures. After that, the researcher ask the students some questions to engage them in a classroom discussion about what they learned from the previews. And last, the researcher encourage the students to predict what they think they will learn from reading.

In procedure of during learning reading in CSR, first; Click and Clunk, the researcher asked the students to about their understanding what they read or not during reading. And than, the researcher ask the students to find a word, concept, or idea hard to understand (it is a clunk). Second; Get the gist, the researcher ask the students learn to identify the most important idea in the text during reading. After Reading ; Wrapping up, the researcher ask the students to identify the most important ideas from the entire section they have read. After that, the researcher ask the students to generate questions and answers about the information in the text. Post Teaching ; the students conclude the materials that have just been studied together. And than, the researcher gave evaluation to the students.

Fourth meeting on October 30th 2018, the researcher reminded the students about the generic structure of report text. After that, the researcher asked the students to read report text about "Snakes". The researcher asked the students preview the whole passage before reading its sections. And than, The researcher asks the students look at headings, key words, pictures, and charts in a short period of time. The researcher asks the students some questions to engage them in a classroom discussion about what they learned from the previews. The teacher encourages the students to predict what they think they will learn from reading. The teacher ask the students to find a word, concept, or idea hard to understand (it is a clunk).

Fifth meeting was conducted on November 06th 2018, the researcher gave material of report text about "call for proposal". The students more active during learning teaching process and in their group. Each group have done the right answer from teacher question. The researcher asks the students preview the whole passage before reading its sections and than, the students look at headings, key words, pictures, and charts in a short period of time. The researcher ask the students to find a word, concept, or idea hard to understand (it is a clunk). The students learn to identify the most important idea in the text during reading. After reading, The researcher ask the students to identify the most important ideas from the entire section they have read. The researcher encourages the students to create high order thinking questions and write down the most important information in the text.

And the last meeting on November 13th 2018, the researcher conducted the post test to know effect of Collaborative Strategy Reading (CSR) towards students

reading comprehension. Prost-test was conducted at the last meeting. The test items consisted of 20 items of multiple choices. It last in 90 minutes, with 2 x 45 minutes. Students in the class join the test. The researcher distributed to identify the students' after during treatment.

4.4   Hypothesis Testing

To test the hypothesis of the result process by using Collaborative Strategy Reading (CSR), the researcher used paired sample test. Paired sample test can be seen follow: Based on output SPSS, paired sample T-test showed differences to know the same variance.

To test hypothesis can be seen below :

If sig. (2 tailed) > 0,05 H0 is accepted and Ha is rejected

If sig. (2 tailed) < 0,05 H0 is rejected and Ha is accepted

Regarding the result shown in table 4.1.3 it could be seen the significant effect of Collaborative Strategy Reading (CSR). Before comparing it to table, we should obtain the degree of freedom (df)

$df = N - 1$ (N = Number of students)

$df = 25 - 1$

$df = 24$

Table 4.4

Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTTEST	-21.600	16.628	3.326	-28.464	-14.736	-6.495	24	.000

Based on the table 4.4 as the paired sample test. Paired sample test used to know whether any significant effect of using Collaborative Strategy Reading (CSR) towards students' reading comprehension that researcher was already calculated and analyzed the data.

Furthermore, based on t table *df* 24 is value 2,064 with significance 0,05. So, the result of t score was 6,495 > 2,064 t table. It means that by using Collaborative Strategy Reading (CSR) gave positive improvement to the students' reading comprehension. Regarding the result shown in table above, it could be seen that the significant value in experimental class was 0,000 and it was low. It means that 0,000 < 0,05.

Therefore, null hypothesis (H0) was rejected and alternative hypothesis was accepted. It can be concluded that there was significant effect of Collaborative Strategy Reading (CSR) towards students' reading comprehension at SMA YLPI the researcher was already calculated and analyzed the data.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the research that have been done, the researcher found the students in experimental class that treated by the CSR method were more active in class especially in learning reading comprehension. In experimental class the researcher found the students were more care to participate in class and interacted with each their groups. Moreover, students were actively interactive with the teacher and researcher during class. Furthermore, during the post test, they were

brave to reading in answering the question even though they still had mistake but, it is less then in post test. It means the method were effective to encourage students to engage in the lesson.

Therefore, these statements supported by the result of the research that showed experiment class score can be seen on calculation by SPSS 24 in the pre-test maximum was 85 and minimum was 20. While the post- test maximum was 95 and minimum was 65. Besides, the mean score of pre-test 55.0000and mean score of post-test was 76.6000. The standard deviation in pretest was 17.13914and post-test 9.97079. The standard error mean in pre-test was 3.42783 and post-test was 1.99416. It means the student had improvement in reading comprehension, it was proved by students total score had improvement after treatment by using Collaborative Strategy Reading (CSR).

5.2 Suggestion

In this chapter, the researcher would like to give some suggestions, some for the teacher of SMA YLPI Pekanbaru, students and for the next researcher.

5.2.1 For the Teacher

First, the teacher may apply this method to encourage students to be more active in reading comprehension. This method also can be combined with a lot of technique based on the teacher necessary. Second, in case of applying this method in big class the researcher suggest to have assistance.

5.2.2 For the Student

In this research, researcher found that the students at SMA YLPI Pekanbaru should keep improve their reading comprehension through understanding of the content of English reading passage that generally contain finding general idea of the text or each paragraph, getting general information from the English text acquiring specific information explicitly stated in English passage and finding the lexical and contextual meaning of words taken from the English passage. The results of this research were to give a contribution to learning English especially in improve the reading English Collaborative Strategy Reading (CSR). Beside, the results of this research can be used as a reference for the future researchers.

5.2.3 For the next researcher

To the next researcher, the research findings and suggestions hopefully will be helpful enough in providing some information for others research.

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