

**The Effect of Collaborative Strategic Reading toward
Student's Reading Comprehension at Eighth Grade In
SMP Negeri 5 Langsa**

THESIS

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ABSTRACT

Keyword: effect, reading, reading comprehension, collaborative strategic reading.

The objective of this study was to investigate whether Collaborative Strategic Reading significantly affected on students reading comprehension. The research was conducted in SMP Negeri 5 Langsa, for the eight grade students. The problem of this thesis is that the students do not have ability comprehend the text and the students are not able to do their task well of reading comprehension passage. In this research, the researcher uses two classes, experimental and control group. The pretest-postets are done in both of classes. The instrument of collecting data was multiple choice test. The researcher gave a treatment in experimental class while in control class, the researcher gave collaborative strategic reading. After analyzing data of the research, the mean score of the posttest, the experiment group got higher score than control group. The experiment group got 4.25 and the control group got 1.59. The result of the study that there is positive effect of using collaborative strategic reading toward student reading comprehension at the eighth grades of SMP Negeri 5 Langsa by comparing the test result by using T-test that show $T\text{-score} > T\text{-table}$ that $4.25 > 2.84$. By examine the hypothesis H_a is accepted it means that students who teach by using collaborative strategic reading can comprehend the text better than students are not teaching by collaborative strategic reading.

CHAPTER I

INTRODUCTION

A. The background of study

Reading is one of the four language skills that is very important. Through reading, we can get knowledge. When we read something we must understand the text, such as printed text and visual text. We are simply meant that the end result of any act of engagement with a written text should be comprehended of text.¹ Reading is also something crucial and indispensable for the students, because the success of their study depends on their ability to read.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader. Reading is the window of the world because it is an important tool for people to access information. F. Dubin explained the meaning of reading, “reading is primarily a cognitive process, which means that the brain does most of the work “. ² “Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly the brain “. ³

¹Pauline Harris, *Reading In The Primary School Years*, (Nelson Ausualia, 2006), p.18

²F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), p.6

³Danny Brassell, and Timothy Rasinski, *comprehension at work taking students beyond ordinary understanding to deep comprehension*, (Huntington Beach: shell education, 2008), p.15

Reading is the ability to draw meaning from the printed page and interpret the information approximately.⁴ It is an active cognitive process of interacting with print and monitoring interpretation or understanding to establish meaning by giving test. The main purpose for reading is to comprehend the ideas in the material. Without comprehension , reading would be empty and meaningless.

Anderson states that, reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Much of what we know about reading is based on studies conducted in English and other alphabetic languages.

Reading comprehensions is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁵ Improving student's reading comprehension is not an easy task, teaching reading nowadays is directly faced to some problem. Many students are still having problems with reading. For example the students may be able to read a text only, without know the meaning and the purpose of the text, even there are many students that can't read in English. The factor is the strategy used in the teaching and

⁴Grobe,W and F.L.Stoller. *Teaching and Researching Reading*. England: Pearson Education.(2002).

⁵William Grabe and Stoller Fredicka, *Teaching and Rearching*, (Great Britian:Logman,2002), p.17

learning process. The students only asked to read and answer the questions related to the text. This strategy makes the students do not fully understand of what they have read.

Reading is complex activity, one that involves a range of different skills processed and types of knowledge. It consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁶

When the writer did the field experience practice (PPL) in SMP Negeri 5 Langsa, most of the students faced many difficulties when reading their text book. They did reading as a passive activity because as a common reading activity they only asked to read and then translate the story. When they asked to read they are only read without comprehend the text and also they have no self confidence to read. Without comprehension, a student does not really read. It is the teacher's responsibility to help the students to comprehend the text. Reading ability, especially reading comprehension in the world of schooling are included in the learning activities of concern. "Ability, here, means the students competence in understanding the text

⁶ Kate Cain, *Reading Development and Difficulties*, (Library Of Congress, Publication Data United Kingdom, Macmillan Company, Channel India), p.5

given as the material given”.⁷ The fact, students have not been able to identify a text. In other words, students do not understand the meaning of a text.

The teacher needs to assess student’s reading needs. Teacher should design and redesign course in order to make an interesting learning process for students.

Based on the writer’s interview and observation in SMP Negeri 5 Langsa, the writer found that the students’ reading comprehension achievement is still low. It happened because of some factors. First, the teaching method that the teacher used was translation method. The teacher asks students to underline some difficult words, then find the meaning of difficult words in Indonesian language. Then, students are asked to translate the meaning of the text, then they are instructed to answer the question. Second, students were not interested in the material given to them.

In order to solve these reading problems, the teacher should hold the prior role in changing the old strategy of learning and apply the suitable strategy in teaching reading skill. For this purpose, Collaborative Strategic Reading (CSR) becomes the strategy that will be applied in improving students’ reading comprehension. State that Collaborative Strategic Reading

⁷ Lori D.Oczkus, *Reciprocal Teaching At Work: Strategy For Improving Reading Comprehension*, (Library of congress cataloging-in publication data, 2006), p.1

is an excellent strategy for teaching students reading comprehension, for building vocabulary, and also for working together cooperatively.⁸

Based on the explanation above, the writer wants to conduct a research which entitled **“The Effect Of Collaborative Strategic Reading Toward Student’s Reading Comprehension At Eighth Grade In SMP Negeri 5 Langsa”**.

B. Research Question

Based on the background of study above, the problem of the study is formulated in the following “Can collaborative strategic reading effect toward students’ reading comprehension at eighth grade in SMP Negeri 5 Langsa?”.

C. The Purpose of The Study

The purpose of the study is to find out wether Collaborative Strategic Reading can effect the students’ reading comprehension at eight grade in SMPN Langsa.

D. The Significance Of The Study

Based on objective above, the writer expects the benefits of this study are:

⁸Klingner, J. K, Vaughn, S., & Schumm, J. S. *Collaborative Strategic Reading During Social Studies In Heterogeneous Fourth-Grade Classrooms*. Elementary School Journal, (1998) 99, 3-21.

1. Theoretical

To know the repertoire of knowledge about the title Collaborative Strategic Reading significantly affect the students' reading comprehension.

2. Practically

The findings of the study are expected to give a feedback to the:

a. The Students

To overcome the problem in reading and to improve their reading comprehension after they apply Collaborative Strategic Reading

b. The teachers

to improve their skill in reading to conduct a better and an interesting strategy in teaching reading.

c. The readers

to explore information in order to expand their knowledge and understanding in improving reading skill and to be the reference for them who are interested to do related studies.

E. Hypothesis

The hypothesis are as follows:

Ha : There is significant effect of collaborative strategic reading toward students' reading comprehension at eighth grade in SMP Negeri 5 Langsa.

Ho : There is no significant effect of collaborative strategic reading toward students reading comprehension at eighth grade in SMP Negeri 5 Langsa.

F. Terminology

1. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a classroom technique developed to take advantage of the potentials of collaboration for language development in content classrooms.

During CSR, students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text:

- a. Preview
- b. Click & Cluck
- c. Get the gist
- d. Wrap-up

2. Reading comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their

ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly.⁹ It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

⁹https://en.wikipedia.org/wiki/Reading_comprehension.com. accessed on 8 august 2015