

## **ABSTRACT**

### **IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING COLLABORATIVE STRATEGIC READING (CSR) AT THE SECOND GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG**

**By**

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Reading is one of language skills, which is very complex for the students to learn because reading has many components, such as: (1) main idea, (2) specific information, (3) reference, (4) inference, and (5) vocabulary. Most of Junior High School students found difficulties in comprehending English texts. Therefore, in this research the researcher used Collaborative Strategic Reading (CSR) as a strategy to improve students' reading comprehension ability. This research is intended to find out whether there is a significant difference of students' reading comprehension ability in narrative text after being taught by using CSR and to find out which aspect of reading comprehension improves the most after CSR is implemented in teaching reading in terms of macro skills.

This research was conducted at the second grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year 2016/2017. A quantitative research was used in this research by applying one-group pre-test and post-test design. There were two classes taken randomly used in this research; VIII C as the tryout class and VIII D as the experimental class. The data were collected using reading comprehension test in form of multiple choices with four alternative answers. The hypothesis was tested using repeated measure t-test.

The result showed that the students' mean score of pre-test was 58.94 and their score of post-test after the implementation of CSR was 71.53, in which the gain was 12.59. It means that there was a significant difference of students' reading comprehension ability after being taught through CSR. The highest improvement of reading aspect was identifying main idea with 30 points from 110 to 140. It was proven by the result of paired sample t-test, which showed that the value of two tails significance is (0.00) smaller than alpha ( $0.00 < 0.05$ ) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that CSR can be used to improve students reading comprehension ability significantly, especially in identifying main idea.