

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

**(A Script)**

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UNIVERSITY OF LAMPUNG  
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## **ABSTRACT**

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

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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.

Research Title : **IMPROVING STUDENTS' READING  
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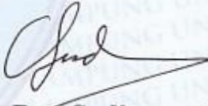
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## **CURRICULUM VITAE**

The writer's name is Zahara Nur Rahmah. She was born on March 1<sup>st</sup>, 1995 in Tanjung Menang, Mesuji. She is the second child of Suratman and Siti Rongiyah. She has one older sister, Afrida Hafizhatul Ulum, one younger brother, Izza Rafi Darajat, and one younger sister, Azka Balqis Salsabila.

She joined SD 01 Tanjung Menang in 2001 and graduated in 2007. After that, she registered in MTs Al-Fatah Natar and graduated in 2010. Then, she continued her study in MA Al-Fatah Natar and successfully finished in 2013.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University in 2013. From August to September 2016, she did KKN in Kalirejo, Lampung Tengah and she conducted PPL at MA Riyadlatul Falahin.

## **DEDICATION**

This script is humbly dedicated to:

My beloved parents: Suratman and Siti Rongiyah

My beloved sisters: Afrida Hafizhatul Ulum and Azka Balqis Salsabila

My beloved brother: Izza Rafi Darajat

My friends in English Education Study Program 2013

My almamater, University of Lampung

## **MOTTO**

“Life is like riding a bicycle. To keep your balance, you must keep moving.”

(Albert Einstein, 1930)



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In this special occasion, I would like to express my deep gratitude and respect for those who have valuable contribution in helping and supporting me to finish this script.

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Finally, I realize that this script still has many weaknesses. Therefore, comments, critiques, and suggestions are always opened for better research. Somehow, I hope this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, September 2017

Zahara Nur Rahmah

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**By  
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**FACULTY OF TEACHER TRAINING AND EDUCATION  
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BANDAR LAMPUNG  
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## **I. INTRODUCTION**

This chapter discusses some points which contain the reasons why the researcher is interested in doing the research about improving students' reading ability through Collaborative Strategic Reading. Those points are the background of the problem, identification of the problems, limitation of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Problem**

Naturally, reading is a means of communication between a writer and a reader. According to Grellet (1981: 7) reading is a construct process of guessing and an active process of deriving meaning. By using this skill, the readers try to understand the meaning of the text to get the idea or the information delivered by the writer in written form. McDonough and Christopher (1993: 83) state "reading is the most important foreign language skill". It means that reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language. Unfortunately, reading is considered as a difficult foreign language skill for students, this is true because reading has many complex components, such as: (1) main idea refers to the important information about the overall idea of a text, (2) specific information refers to the facts or ideas that explain or prove the main idea, (3) inference refers to a good guess or

conclusion based on logic of passage, (4) reference refers to a word or phrase used either before or after the reference, and (5) vocabulary refers to all the words which exist in particular language or subject.

In learning process, reading becomes essential for students in order to enrich their knowledge, because it can help students to obtain new information in order to enhance their knowledge from the text that they read. In relation to this objective, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for Junior High School states that there are several kinds of reading texts that should be learned and taught in the second grade of Junior High School. One of them is narrative text. In reading aspect, the goal of Standard of Competency and Basic Competence (*SKKD*) for Junior High School, is that the second grade students of Junior High School should be able to comprehend narrative text in spoken or written form. It can be understood that the second grade students of Junior High School should master reading skill appropriately.

In reality, reading is considered as a boring activity for the students because based on the observation during the field practice program at MA Riyadlatul Falahin Kalirejo, it was found that the students experienced difficulty to comprehend the text. To have more concrete idea about this problem, observation was once conducted at SMP Muhammadiyah 3 Bandar Lampung. The result of observation showed that there were some problems faced by the students in learning reading. The students faced the difficulty in constructing the idea of the text, especially in getting the main idea, finding specific information, finding reference, and making inference. The students also were lack of vocabulary. Consequently, the students

were unable to answer the questions of reading test because they could not understand what they have read. To be more concrete, Agustiarra (2014) in her research at SMPN 13 Bandar Lampung found that the students still faced some difficulties in answering the questions in English especially in reading comprehension.

In another case, the English teacher used the conventional activity and monotonous strategy in learning process of reading, where the students should read the written text individually and the teacher checked their fluency and pronunciation. It seems that the conventional activity and monotonous strategy are effective to gain a higher ability in spelling, but spelling did not have a relation with reading where the students should be able to identify main idea, specific information, inference, reference, and vocabulary.

To overcome this crucial problem, the role of teacher is very important to motivate and improve the students' reading ability. As the students' facilitator, the teacher needs to select a suitable strategy to help the students in improving their ability in reading. Students' collaboration is absolutely sure to become a solution of this problem. Learning through collaboration makes the students attempt to learn something together. Through collaborating, the students are able to make an active participation in the learning process, to have a brave in showing their ideas, to evaluate one another's ideas, and to monitor one another's work.

Nowadays, many teaching strategies are offered to facilitate the teacher in improving the students' reading ability. One of those strategies in teaching reading which guides the students for being able to collaborate well with others is

Collaborative Strategic Reading (CSR). In view of this, Klingner and Vaughn (1998: 32) state CSR is a collaborative strategy that teaches students to use the comprehension strategies while working cooperatively.

According to Klingner, et al. (2004) CSR helps students learn some specific strategies such as learning in a cooperative environment, brainstorming and predicting (Preview), monitoring understanding (Click and Clunk), finding the main idea (Get the Gist), and answering questions (Wrap up). By doing these activities, the students are not only encouraged to work together in comprehending the text but also maximize their involvement and responsibility to understand the text well.

This research is interested in applying CSR in teaching reading narrative text, because CSR is a suitable strategy that can help the students to comprehend the text well. 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 at the second grade of SMP SMP Muhammadiyah 3 Bandar Lampung and to investigate the reading aspect which improves the most after being taught by using CSR. There are basically five aspects of reading in this research: (1) main idea, (2) specific information, (3) vocabulary, (4) inference, and (5) reference (Nuttal, 1985). That theory used in conducting the research because this research is focused on macro skills, and those five aspects are covered in macro skills.

In line with the background stated earlier, the main objective of this research is to find out whether CSR is good or not in order to help the students in improving

their reading ability. Therefore, this research is entitled “Improving students’ reading comprehension in narrative text by using Collaborative Strategic Reading (CSR) at the second grade of SMP Muhammadiyah 3 Bandar Lampung”.

### **1.2. Identification of the Problems**

In line with the background of the problems, the problems could be identified as follows:

1. The teacher used the conventional activity and monotonous strategy in learning reading.
2. The students faced the difficulty in constructing the main idea of the text.
3. The students were lack of vocabulary.
4. The students could not comprehend the reading text well.

### **1.3. Limitation of the Problem**

In line with the identification of the problems above, the focus of the research is the use of CSR to improve students’ reading comprehension ability in narrative text at the second grade of SMP Muhammadiyah 3 Bandar Lampung, because narrative text is one of reading texts that should be learned and taught in the second grade of Junior High School based on the curriculum of KTSP for Junior High School. The decision is taken by considering the importance of CSR as one of reading strategies that is useful to improve students’ reading comprehension ability.

#### **1.4. Research Questions**

Considering the background presented above, the research questions are formulated as follows:

1. Is there any significant difference of students' reading comprehension ability after being taught by using CSR at the second grade of SMP Muhammadiyah 3 Bandar Lampung?"
2. Which aspect of reading comprehension improves the most after being taught by using CSR in teaching reading in terms of macro skills at the second grade of SMP Muhammadiyah 3 Bandar Lampung?

#### **1.5. Objectives of the Research**

To answer the research questions, the objectives of this research are:

1. To find out whether there is a significant difference of students' reading comprehension ability after being taught by using CSR at the second grade of SMP Muhammadiyah 3 Bandar Lampung.
2. To find out which aspect of reading comprehension improves the most after CSR is implemented in teaching reading in terms of macro skills at the second grade of SMP Muhammadiyah 3 Bandar Lampung.

#### **1.6. Uses of the Research**

The uses of research are:

1. Theoretically

The result of this research is expected to verify the theories of reading related to CSR in teaching reading.

## 2. Practically

The result of this research is expected to give information to the students and the English teachers about strategy in teaching, especially by using CSR.

### 1.7. Scope of the Research

This research was conducted at the second grade students of SMP Muhammadiyah 3 Bandar Lampung in 2016/2017 academic year. This class was chosen because in accordance with KTSP curriculum for SMP, this class has studied about (1) grammar, (2) vocabulary, and (3) kind of text; i.e. descriptive text, narrative text, and recount text. The research was focused on using CSR in teaching reading comprehension of narrative text, in terms of macro skill consisting of (1) main idea, (2) specific information, (3) vocabulary, (4) inference, and (5) reference. Narrative text used in this research, because one of reading texts that should be learned and taught in the second grade of Junior High School is narrative text based on KTSP curriculum.

### 1.8. Definition of Terms

To avoid misunderstanding, definitions of related terms are clarified as follows:

- 1) **Reading** is the ability to understand and comprehend the written text by using the eyes and the brain in order to get the information and able to answer the question from the content of texts, such as determining main idea, finding specific information, making inference, determining reference, and understanding vocabulary.

- 2) **Macro Skills** are a big scope including some principles in mastering reading to identify main idea, specific information, inference, reference, and vocabulary.
- 3) **Collaborative Strategic Reading** is a strategy to help the students to comprehend the text by using four reading strategies. Those four reading strategies are: (a) preview (making a prediction about the passage), (b) click and clunk (finding and solving the difficult words), (c) get the gist (finding main idea), and (d) wrap up (answering questions).
- 4) **Narrative text** is a kind of text to retell the story based on the plot which is consisted of event, person, and conflict. Event tells about what happens in the story; person tells about the character that is involved in the story; and conflict tells about the problem that needs to be resolved.
- 5) **Improvement** is the increasing score which is taken from the comparison of pre-test score and post-test score as the result of the implementation of CSR.



## **II. LITERATURE REVIEW**

This chapter discusses the theories from the experts which are expected to contribute to the findings of the research.

### **2.1. Review of Previous Studies**

There were several studies by using CSR. The first study using CSR was done by Riani (2013) at the second grade of a public Senior High School in Majalengka, West Java. The researcher used Classroom Action Research (CAR) which was carried out within two cycles; cycle 1 and cycle 2. The findings showed that the data from the questionnaire indicated that 82% students had positive attitude toward the implementation of CSR. They felt that CSR improved their motivation in learning English and CSR brought more fun to the process of learning. Moreover, it was found from observation data that the students were actively participated during CSR implementation and they were motivated when comprehending a text by using CSR. Finally, the study proved that CSR improved students' reading comprehension. Students' mean score of reading test in the beginning of the study was 67, meanwhile, after applying CSR as reading strategy, their mean scores improved to 88.

The second study was conducted by Puspita (2012) at the second grade of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012. The method used in this research was a collaborative action research with an English teacher. The research

was conducted in two cycles at the VIII B grade students of SMP Negeri 1 Ngadirojo. The research findings showed that the use of CSR improve students' reading classroom situation of English class. The improvement of classroom situation during teaching learning process occurred include: (1) all students give more attention when teaching learning process conducted, (2) students' behavior change as a whole and they do not do the useless activity during the lesson, (3) the students are more active during teaching learning process, (4) they are more responsible to do the task.

With reference to those studies presented previously, there are differences between this research and previous investigation. First, in those previous researches used action research, meanwhile this research used a quantitative research. Second, the focus of those studies was the process of implementing the CSR while this research focused on the result of the implementation of CSR in terms of macro skills, especially: main idea, specific information, inference, reference, and vocabulary. Third, the previous research which was conducted by Riani (2013) used questionnaire, observation checklist, and reading test to collect the data, and the previous research which was conducted by Puspita (2012) used observation, questionnaire, interview, diary, document, and reading test. Meanwhile, in this research used reading test which divided into pre-test and post-test.

## **2.2. Concept of Reading Comprehension**

Generally, reading is a complex process of human's activity. As they are reading, they use their eyes and brain to get the meaning of the author's message. In this

sense, Harmer (1991: 190) states that reading is an activity that uses the eyes and the brain in which the eyes have function to get the message or information and to send the message to the brain, and then the brain gets the message from the eyes and manages the message. Reading is a process to establish meaning from a written or printed text, that statement is in line with Clark and Silberstein (1987: 21) who define reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning.

According to Grabe and Stoller (2002: 11), reading is the ability to draw meaning from printed page and interpret this information appropriately. Therefore, reading seems difficult skill for students who use English as a second language and foreign language because they have to transfer their mother language to the foreign language in comprehending the text. Furthermore, Smith (1982: 166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge.

Meanwhile, comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986: 15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Reading is not enough for reader to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

Reading comprehension is what allows the reader to interact with the text in a meaningful way. Caldwell (2008: 4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. So, it is needed a variety of intellectual skills to comprehend the text. According to Troschitz (2005: 4-5), the intellectual skills are divided into two terms: macro and micro skill. These skills have their own implementation in reading activities and they are illustrated in following points:

### 1. Micro Skills

Micro skills have crucial points which should be implemented in reading class.

They are described as follows:

- a. Discriminating among the distinctive graphemes and orthographic pattern of English. Those refer to phonetic description which is about a branch of linguistics that comprises the study of the sounds of human speech. First, grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. For example, the word “*can*”, such as in the sentence *I **can** meet you*. The sound /k/ is represented by the letter “c”. The sound /æ/ is represented by the letter “a”. The sound /n/ is represented by the letter “n”. So, vowel is a sound pronounced with an open vocal tract, and consonant is a speech sound that is articulated with complete or partial closure of the vocal tract.

Second, orthographic is the set of symbols used and the rules about how to write these symbols. The example; the word *cat*, such as in the sentence *I like a **cat***. The word *cat* /kæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in

which ⟨c⟩ represents the sound /k/, ⟨a⟩ represents the sound /æ/, and ⟨t⟩ represents the sound /t/.

- b. Retaining chunks of language of definite lengths in short-term memory. In studies of language acquisition, chunks of language are several words that are customarily used together in a fixed expression. It is a group of words that can be found together in language. They can be words that always go together, such as: (1) *in my opinion*, e.g., “***In my opinion***, your sister is very beautiful”, (2) *once upon a time*, e.g., “***Once upon a time***, there were a king and his queen who lived in the Kingdom of Belinyu”, (3) *the next day*, e.g., “***The next day***, he saw a light from an old hut and found a woman who was sitting alone in the garden”, and (4) *one day*, e.g., “***One day***, Mr. Lion was caught in a net spread by hunters”.
- c. Recognizing a core of word, and interpreting word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Examples of core word are: (1) Adjectives, e.g., *big* and *small*, such as in the sentence “He found a ***big*** animal in the forest” and “There was a ***small*** girl in my village”. (2) Verbs, e.g., *find* and *look* such as in “My sister ***finds*** an interesting novel about friendship” and “She ***looks*** at my book to search for reliable information about her lesson”. (3) Nouns, e.g., *cat* and *pen*, such as in “There is a big ***cat*** in my garden” and “My mother gave me a new ***pen*** as a gift for my birthday”. (4) Pronouns, e.g., *I* and *we*, such as in “***I*** bought a new book entitled *Queen of Arabia and Three Soldiers* in the book store last month” and “***We***

*go to the beach every summer*". (5) Adverbs, e.g., *beautifully* and *carefully*, such as in "*The rich women learned from the experts how to arrange the flowers **beautifully***" and "*Please read the instructions **carefully** before driving your car*". (6) Prepositions, e.g., *at* and *in*, such as "*I met a smart student **at** my school yesterday*" and "*My mother makes a delicious cake **in** the morning*". (7) Conjunctions, e.g., *and* such as in "*My younger sister will sell her car **and** she will buy a new house*" and *but* such as in "*They do not want to eat something **but** they are hungry*".

- d. Recognizing grammatical word classes. Word classes are a group of words which are the members in the same form class or part of speech. For example: *nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjection*. Noun is a word that functions as the name of specific thing or set of things, e.g., *book*, such as in the sentence "*I have a new **book** in my library*". Verb is a word that conveys an action, e.g., *go*, such in the sentence "*The princess **goes** to the castle*". Adjective is a describing word, e.g., *old*, such as in the sentence "*An **old** woman opened the door*". Adverb is a word that modifies a verb, adjective, noun phrase, clause, or sentence, e.g. *carefully*, such as in the sentence "*Jonathan drives a car **carefully***". Pronoun is a word that substitutes for a noun or noun phrase, e.g., *her*, such as in the sentence "*I borrow **her** pen yesterday*".

Theoretically, preposition is a word that used to link nouns, pronouns, or phrases to other words within a sentences, e.g., *in*, such as in the sentence

“*We are playing football **in** the field*”. Conjunction is a word that used to connect words, phrases, or clauses, e.g. *but*, such as in the sentence “*I like that car, **but** I don’t have money to buy it*”; and interjection is a word or phrase that expresses strong emotion, such as pleasure, surprise, or anger, e.g., *Ouch!*, such as in the sentence “***Ouch!** It is painful*”.

- e. Recognizing that particular meaning may be expressed in different grammatical forms. For example; the word forms of *child* and *children*. Those word forms have the same lexical meaning and have different grammatical meanings. The explanation is: the word *child* and *children* mean *the young human being* (it means that the lexical meaning of words is same), but those words have the different grammatical meaning because the word *child* is singular and the word *children* is plural.

Second, the word forms of *children, boys, men, books*. Those word forms have the different lexical meanings and have the same grammatical meaning. The explanations are: (a) those words have the different lexical meaning, because the word *children* means *the young human being*, the word *boys* means *male children or young men*, the word *men* means *adult male human being*, and the word *books* means *book club*. (b) those words have same grammatical meaning because those words are plural; the word *children* is plural of the word *child*, the word *boys* is plural of the word *boy*, the word *men* is plural of the word *man*, and the word *books* is plural from the word *book*. It means that those words have the same grammatical meaning.

- f. Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses. Cohesive devices are useful English language conjunctions, synonyms and pronouns that express ideas in a cohesive manner. They are used to join sentences together to make ideas more understandable to the reader. Here are cohesive device in synonym, e.g., “After **the man** tied the tiger to the tree, **he** did not go home to get his intelligence”, the words *the man* and *he* belong to cohesive device relation. In pronouns, *this, that, these, those, he, she, it, they,* and *we* are useful pronouns for referring back to something previously mentioned. For example, (1) the word *that* as in the sentence “**That** is the car that I’ll buy for my birthday”, the speaker is pointing out to a singular noun that is far from him/her and the word *that* refers to *the car*. (2) The word *he* as in the sentence “Mr. Fahri was a high school teacher turned race car driver. **He** was able to win 99.1% of the races”, the word *he* was used to refer to Mr. Fahri.

## 2. Macro Skills

Macro skills have some basic skills that should be implemented in reading activities, they are as follows:

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation. It is the ability to know descriptive writing which is intended to seem important or influence specific information out of a text from an explanation of what something means.
2. Recognizing the communicative function of written text, according to form and purpose. The readers should have the purpose before they read



the text. So, after they already finished in reading the text, they will get what they want.

3. Inferring context that is not explicit using background knowledge.
4. From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as main idea, and supporting idea.
5. Distinguishing between literal and implied meaning. Literal meaning is exactly what the words say. Where implied meaning is what is suggested.
6. Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.
7. Developing and using a battery of reading strategies such as guessing the meaning of words from context.

To be clearer, here is the application of basic skills in macro skills using above principles:

*The Smartest Animal*

*Once upon a time, there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.*

*One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to the small animal. The tiger wanted to know more about the big animal and the small animal.*

*After the man went home, the tiger spoke to the buffalo "you're so big and strong. Why do you do everything the man tells you?" The buffalo answered "oh, the man is very intelligent". The tiger asked "can you tell me how intelligent he is?" "No, I can't tell you" said the buffalo "but you can ask him".*

*The next day, the tiger asked to the man "can I see your intelligence?" But the man answered "it is at home" "can you go and get it?" asked the tiger. "Yes" said the man "but I am afraid you will kill my buffalo when I am gone". "Can I tie you to a tree?". After the man tied the tiger to the tree, he did not go home*

*to get his intelligence. He took his plough and hit the tiger. Then he said "Now you know about my intelligence even you haven't seen it.*

*(<http://blogspot.co.id/2010/02/smarest-animal-example.html>)*

1. Following the principles described earlier, recognizing the rhetorical forms of written discourse and their significance for interpretation is found in the sentence *there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo (line 1 and 2)*. This makes sense because those sentences are introductory paragraph which help the readers to define the subject and to develop another paragraph.
2. Recognizing the communicative function of written text, according to form and purpose. In this case, the form of the text is monologue text, especially narrative text. Then, the purpose of the text is to amuse or to entertain the readers with a story.
3. Inferring context. Basically, inference is a good guess or conclusion drawn based on the logic of passage. The readers make inferences to help them understand what they have read. For example: after the reader read the text entitled "*The Smartest Animal*" above, the readers can make an inference that "*The character of the farmer is smart person*".
4. From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as *main idea, supporting idea*.
  - a. Main Idea. As a matter of fact, main idea is the most important piece of information the author wants to know about the concept of a paragraph.

Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words. For example:

- a) *Main idea in the first paragraph is farmer and buffalo's routines in every morning and evening.*
- b) *Main idea in the second paragraph is the tiger wanted to know more about the buffalo and the farmer.*
- c) *Main idea in the third paragraph is the tiger found out what farmer's intelligence had.*
- d) *Main idea in the fourth paragraph was the farmer hit the tiger.*

- b. Specific Information (cause and effect). More specifically, cause is defined as why something happened. Effect is defined as what happened. For example: *The tiger wanted to know about farmer's intelligent (cause) and the farmer hit the tiger (effect).*

##### 5. Distinguishing between literal and implied meaning

- a) Literal Meaning. In this matter, the literal meaning of a sign is what it denotes. For example: *The tiger was very surprised to see a big animal listening to the small animal.* In this context, the small animal means the farmer.
- b) Implied Meaning. It means that while the implied meaning is what the sign connotes. For example: *The tiger was very surprised to see a big animal listening to the small animal.* In this context, the small animal means an ant and can fly.

6. Detecting references and interpreting them in context. For more clear, reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. For example:

a. *He ploughed his field with his buffalo.* The word “he” on the sentence refers to farmer.

b. *It is at home.* The word “it” on the sentence refers to farmer’s intelligence.

c. *He took his plough and hit the tiger.* The word “he” on the sentence refers to farmer.

7. Developing and using a battery of reading strategies such as *guessing the meaning of words from context*. In this case, guessing meaning of the word refers to comprehend what the unfamiliar words mean by seeing its synonym or antonym related to the context. Besides that, we can also try to guess the meaning of word by comprehending one or two previous sentences in the text.

Here are some examples: first, in terms of *synonym*, i.e., *surprise=stattle* (the word *surprise* is synonymous of the word *stattle*), *kill=murder* (the word *kill* is synonymous of the word *murder*), *get=obtain* (the word *get* is synonymous of the word *obtain*), and *afraid=scared* (the word *afraid* is synonymous of the word *scare*).

Second, in terms of *antonym*, i.e., *big>< small* (the word *big* is an antonym of the word *small*), *strong >< weak* (the word *strong* is an antonym of the word

*weak*), *intelligent* >< *foolish* (the word *intelligent* is an antonym of the word *foolish*), *afraid* >< *brave* (the word *afraid* is an antonym of the word *brave*).

Reviewing the explanation above, this research is focused on macro skills. The reason is that macro skills is concerned mainly cover with finding main idea, finding supporting detail or specific information, finding inference meaning, finding reference and guessing meaning of the words (understanding vocabulary). Those are five aspects of reading which should be applied in conducting this research at SMP Muhammadiyah 3 Bandar Lampung and basically macro skills include those aspects.

### **2.3. Aspects of Reading**

Theoretically, according to Nuttal (1985), there are five aspects of reading that should be mastered by the reader to comprehend the text deeply. These five aspects are: (1) Main idea, (2) Specific information, (3) Inference, (4) Reference, and (5) Vocabulary.

Since, this research merely focuses on Nuttal's theory, to be clearer this theory is described by using an example of narrative text entitled *Roro Jonggrang*. Here is the text:

#### ***RORO JONGGRANG***

*Once, there was a beautiful Javanese princess. She was a daughter of Prabu Baka, an evil king. Her name was Roro Jonggrang. His beauty was very famous in the Java land. One day, a handsome young man who had super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.*

*Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because her father was killed by himself. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." requested Roro Jonggrang. Bandung agreed with this condition.*

*Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose to against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.*

*Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted and went away into a far land.*

Here are the explanations of those five aspects of reading:

### **1. Main idea**

Basically, main idea is the most important piece of information for the reader to know about the concept of the paragraph. Segretto (2002: 12) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last sentence of the first paragraph; nevertheless the author may state the main idea anywhere in the part of text. Sometimes the author only suggests the main idea by leaving clues within the passage. Then, the longer text can have more than one main idea.

According to Segretto (2002: 12), main idea has some elements, they are: main idea of the text and main idea of the paragraph. Those will be explained as follow:

- a. **Main idea of the text.** Basically, main idea of the text means that the main idea of the whole content of the text. In the text, there is one main idea that located in the beginning, in the middle, in the end of the paragraph, and at the beginning and at the end of the paragraph. In line with the explanation above, the example question which can be used to identify main idea is taken from the narrative text entitled *Roro Jonggrang* presented earlier, e.g., “*What is the main idea of the passage?*”. The answer is “*The main idea of the passage is the story about Bandung Bodowoso who cursed Roro Jonggrang into a statue*”.
- b. **Main idea of the paragraph.** A paragraph has a stated main idea usually in the topic sentence; this means the paragraph says what the main idea is. A paragraph also does not have a stated main idea, but has an implied main idea; this means that you need to state the main idea in your own words because it does not actually say it in the paragraph. In every paragraph has main idea. The example question is taken from *Roro Jonggrang* text which presented earlier can be following: “*What is the main idea of the first paragraph*”. The answer is “*The main idea of the first paragraph is Bandung Bodowoso wanted to marry Roro Jonggrang*”.

## 2. Specific information

In this case, specific information is the facts and ideas that explain or prove the topic sentence or main idea. As stated by Whother (1986: 36) states that specific information develops the topic sentence or main idea by giving definition, example, fact, incident, comparison, analogy, cause and effect

statistic, and quotation. For example, the question of the text is about asking the year, place, time, etc. Then, the reader only reads some sentences that related to the question in order to find the specific information.

According to Whother (1986: 39), specific information has some elements, they are: specific information of the character, specific information of the setting, specific information of plot, and specific information of cause effect. These elements are illustrated as follows:

- a. **Specific Information of the Character.** A character is a person (though not necessarily a human being) depicted in a narrative or drama. The main character in a story is generally known as the protagonist; the character who opposes him or her is the antagonist. Character is revealed by how a character responds to conflict, by his or her dialogue, and through descriptions. Here is an example question which is taken from narrative text entitled *Roro Jonggrang* stated above. The question is *who are the main characters in the story?*. The answer is *“The main characters in the story are Bandung Bondowoso and Roro Jonggrang”*.
- b. **Specific information of the setting.** It is an environment in which an event or story takes place. It may provide particular information about placement and timing. Setting refers to the location of a story in terms of place (the geographical location of the story), time (the period in history, the season of the year, the day of the month, and the hour of the day in which the events of the story occur), social environment (the location of characters and events in a particular society and/or a particular social class). Here is an example



question of specific information of the setting taken from *Roro Jonggrang* text which provided earlier. The question is *where did the story take place?*. The answer is *“The story took place in the Java land”*.

- c. **Specific information of plot.** Plot refers to what happens in the story events and thoughts which make up the story's basic structure. The plot is usually composed of an introduction, rising action, a climax, falling action and an ending that ties the story together. All plots contain a conflict: a struggle between two or more opposing forces. The conflict may be internal (person vs. self) or external (person vs. person, person vs. nature, person vs. society, or person vs. fate). Here is an example question taken from *Roro Jonggrang* text to identify specific information of plot. The question is *“What did Roro Jonggrang do to refuse Bandung Bodowoso?”*. The answer is *“Roro Jonggrang refused Bandung Bondowoso by asking him to built one thousand temples in one night as wedding gift”*.
- d. **Specific information of cause effect.** Cause is an action that makes something else happen, effect is a result of that action. Here is an example question taken from the text of *Roro Jonggrang* above. The question is *“Why did Bandung Bondowo curse Roro Jonggrang into a statue?”*. The answer is *“Bandung Bondowoso cursed Roro Jonggrang into a statue (effect) because he felt that Roro Jonggrang deceived him (cause)”*.

### 3. Inference

Naturally, inference is a good guess or conclusion drawn based on logic of passage. Inference is the word that used by the reader to draw a certain

conclusion from facts, points in an argument etc. supplied by the text. It is the logical connection that the reader draws between his observe and what he does not know. An inference is when the readers take clues from the text plus what they already know from their experience to decide what the text means. Therefore, the readers have to make the inference by guessing and finding the clue.

According to Graesser, Wiemer Hastings, & Wiemer Hastings (2001) inference has some elements, they are: infer supporting character, setting, or time details, infer single action or event details, infer list or sequence, and infer comparisons. To be concrete, these elements will be elaborated as follows:

**a. Inferring Supporting Character, Setting, or Time Details.** These components exclusively infer additional details not explicitly stated in the text about a character (name, traits, feelings, variables), the setting of the story, or the time the story takes place. The example question from the text of *Roro Jonggrang* presented earlier is “*The story tells us that the character of Bandung Bondowoso is...*”. The answer is “*The character of Bandung Bondowoso is bad temper*”.

**b. Inferring Single Action or Event Details.** These aspects predict additional details not explicitly stated in the text about a single action or event. This would include inferring what might have occurred previously or predicting what could occur next in the story. This would also include predicting the final outcome of the story. The example question from the text of *Roro Jonggrang* provided above is “*The end of the story tells us...*”. The answer

is *“The end of the story tells us that Bandung Bondowoso regretted for cursing Roro Jonggrang into a statue”*.

**c. Inferring List or Sequence.** These elements infer or predict a list of items, actions, or events not explicitly stated in the text. It also infers the sequence of several actions or events not explicitly stated in the text. The example question taken from the text of *Roro Jonggrang* stated earlier is *“Which one of the following statement is NOT TRUE?”*. The answer is *“Roro Jonggrang fell in love with Bandung Bondowoso”*.

**d. Inferring Comparisons.** These aspects infer likenesses or differences among characters, events, or places not explicitly compared in the text. The example question from the presented text of *Roro Jonggrang* is *“what do you think about the characters of Roro Jonggrang and Bandung Bondowoso?”*. The answer is *“The character of Roro Jonggrang was kind and Bandung Bondowoso was bad temper”*.

#### 4. Reference

Naturally, reference is word or phrase used either before or after the reference in reading material. It is a relation between one object to another object. As stated by Reimer (2009: 34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. They are used to avoid the unnecessary repetition of words and phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

According to Reimer in (2009: 39), reference has some elements, they are: a subjective pronoun, an objective pronoun, a relative pronoun, a reflexive pronoun. Here are the explanations:

- a. **A subjective pronoun.** It acts as the subject of a sentence; it performs the action of the verb. The subjective pronouns are *he, I, it, she, they, we,* and *you*. The example question from the provided text of *Roro Jonggrang* is “She did not want to marry Bandung (Paragraph 2). The underlined word refers to...”. The answer is *the word “she” refers to “Roro Jonggrang”*.
- b. **An objective pronoun.** It acts as the object of a sentence; it receives the action of the verb. The objective pronouns are *her, him, it, me, them, us,* and *you*. The example question taken from the text of *Roro Jonggrang* is “**Her** beauty was very famous in the Java land (Paragraph 1). The word “her” refers to...”. The answer is *the word “her” refers to “Roro Jonggrang”*.
- c. **A relative pronoun.** It introduces a clause, or part of a sentence, that describes a noun. The relative pronouns are *that, which, who,* and *whom*. For example The example question of provided text of *Roro Jonggrang* is “One day, a handsome young man who had super natural power. The word “who” describe to...”. The answer is *the word “who” describes to a handsome young man (Bandung Bondowoso)*.
- d. **A reflexive pronoun.** It refers back to the subject of a sentence. The reflexive pronouns are *herself, himself, itself, myself, ourselves, themselves,* and *yourselves*. The example question taken from the text of *Roro Jonggrang* is “Because her father was killed by himself (Paragraph 2). The

*underlined word refers to...*". The answer is *the word "himself" refers back to "he" (Bandung Bondowoso).*

## 5. Vocabulary

Theoretically, vocabulary is all the words which exist in a particular language or subject. In vocabulary, there are content and function words. Content words are usually nouns, verbs, adjectives, and sometimes adverbs. Function words are the words used to make our sentences grammatically correct, e.g., (1) pronouns, (2) determiners, (3) prepositions, and (4) auxiliary verbs.

According to Harmer (2004: 153) the elements of English vocabulary are the morphemes which combine to make the majority of words in the English language. Here are the explanations and the given examples are taken from the text of *Roro Jonggrang* presented earlier:

**a. Nouns.** A noun is a word that functions as the name of something. Nouns are the most common class of word in English. The types of nouns in English are; (1) Common nouns are used to name a general type of person, place, or thing, for example: *man* as in the sentence "*There was a handsome man in the village*". (2) Proper nouns are used to name a specific person, place or thing, for example: *Bandung Bondowoso* as in the sentence "*Bandung Bondowoso killed Prabu Baka*". (3) Countable nouns are nouns that can be counted, for example: *temple* (singular) as in the sentence "*He failed to complete the thousandth temple*" and *temples* (plural) as in the sentence "*Bandung started building the temples*". (4) Uncountable nouns are nouns that cannot be counted, for example: *sound* as in the sentence

“*She made the noisy **sound***”. (5) Concrete nouns are nouns which refer to people and things that exist physically and that at least one of the senses can detect or can be seen, for example: *statue* as in the sentence “*The princess turned into a **statue***”. (6) Abstract nouns are nouns that have no physical existence and are not concrete, for example: *love* as in the sentence “*She gives her **love** to her parents*”.

**b. Verbs.** Verbs are words that denote or describe an action, experience or state, e.g., *kill*, *help*, *want*, and *build*. An English verb can be regular or irregular. 1) Regular verbs form their past and past participle forms by adding –ed, for example: *walk-walked-walked*, *paint-painted-painted*, and *work-worked-worked*. 2) Irregular verbs form their past and past participle forms in different ways. There are mainly three types of irregular verbs, those are: (a) verbs in which all the three forms are the same (e.g. *put-put-put*), (b) Verbs in which two of the three forms are the same (e.g. *sit-sat-sat*), and (c) Verbs in which all three forms are different (e.g. *drink-drank-drunk*).

Some verbs can be both regular and irregular. Examples are: 1) *Burn-burnt-burnt* (irregular) and *Burn-burned-burned* (regular). 2) *Learn-learnt-learnt* (irregular) and *Learn-learned-learned* (regular).

**c. Adjectives.** An adjective is a modifier that used to highlight quantities or attributes. Its most usual position is before the noun it modifies, but it fills other positions as well. For example: *beautiful*, i.e., *there was a beautiful Javanese princess*.

**d. Adverbs.** Adverb is a word that adds to the meaning of a verb, adjective, or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or entire sentences rather than to nouns. The types of adverbs are: 1) Locative adverbs are used as ways of pointing to the location of objects like “here” and “there”. 2) Time adverb like “now” and “yesterday” are used as an initial to mark time.

Vocabulary is basic for everyone who wants to develop or to produce utterances for reading. If they cannot understand the meaning of words in the text, so they will not catch the information of that text. Reader usually finds some questions which test the vocabulary ability. For example question is about finding the similarity or antonym of a word. If readers do not know the meaning of that word, they will find difficulty in comprehending the text.

The example question which is taken from the second paragraph of narrative text entitled *Roro Jonggrang* presented above is “*Meanwhile, Princess Roro Jonggrang felt **sad** due to the death of her father. The antonym of the word “sad” is...*”. The answer of the question is *happy*, because the antonym of word “sad” is “happy”.

#### **2.4. Narrative Text**

According to Pardiyono (2007: 62) narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. It means that narrative is an interesting story to entertain the audience with a set various character, event, and something that can be learned from the story.

There are many genres of narrative. Here are the examples of genre that fit the narrative text structure:

1. *Folktale* is very old traditional story from particular place that is originally passed on people spoken form, e.g. *Malin Kundang, Batu Menangis*.
2. *Fairy tale* is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. *Cinderella, Pinocchio, Magic Mirror*.
3. *Fable* is traditional short story that teaches moral lesson, especially one with the animals as characters; these stories considered as one group of animal stories, e.g. *The Lion and the Mouse, The Smart Parrot*.
4. *Myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g. *Tower of Babel, The Legend of Thor*.

Language feature of narrative text can be described as follows:

- a. Focus on specific or individual participants, e.g. *Ali Baba, Cinderella*.
- b. The use of simple past, e.g. *go - went, open – opened*.
- c. The use of temporal conjunction, e.g. *when, then*.
- d. Adverb of time, e.g. *Once upon a time, one day*.
- e. Direct speech. It is to make the story lively, e.g. *Snow White said, “My name is Snow White”*. The direct speech uses present tense.

Narrative text also has generic structures as follows;

1. Orientation. It is a set of the scene which introduces the participants and informs the time and the place. In orientation, the narrator tells about something that will begin a chain of events.



2. **Complication.** It tells the problems of the story and how the main character solves them. In complication, the narrator describes the rising crises which the participants have to do with.
3. **Resolution.** It means that the crisis is resolved for the better or worse. In resolution, the narrator shows the way of participant to solve the crisis, better or worse.

**Table 2.1. Generic structure of narrative text**

<b>RORO JONGGRANG</b>	
<i>Orientation</i>	<i>Once, there was a beautiful Javanese princess. She was a daughter of Prabu Baka, an evil king. Her name was Roro Jonggrang. His beauty was very famous in the Java land. One day, a handsome young man who had super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.</i>
<i>Complication</i>	<i>Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because her father was killed by himself. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." requested Roro Jonggrang. Bandung agreed with this condition.</i>  <i>Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose to against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.</i>
<i>Resolution</i>	<i>Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted and went away into a far land.</i>

## **2.5. Strategy of Teaching Reading**

In reading context, a strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Lipson, & Wixson, 1983). Furthermore, Block (1986) indicates a reading strategy on how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. A strategy is a drawing on works in cognitive psychology and defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989).

Strategy is needed to make the understanding of the material come to students easier. Teaching learning strategies are essential in ensuring lessons are effective and lead to successful outcomes. Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.

Nowadays, there are many strategies of teaching reading and one of them is CSR. Palincsar and Brown (1984) stated that CSR is a strategy used to teach students comprehending the text while working cooperatively.

## **2.6. Collaborative Strategic Reading**

Basically, CSR is one type of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn in 1998. According to them, "Collaborative Strategic Reading is an excellent strategy for teaching students' reading comprehension, building vocabulary and working

together cooperatively”. It means that CSR is a strategy that can be used to improve students’ ability in reading comprehension, increase their vocabulary, and also enhance cooperative skills during reading activity.

Moreover, Bremer, Vaughn, Clapper, and Kim (2002) state that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional element: Modified reciprocal teaching and cooperative learning”. In this statement, Reciprocal teaching refers to an instructional activity in which students have small group reading sessions and the teacher help them learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. This technique is aided to help the students solve the problems of studying reading comprehension. While cooperative learning is a condition where the students work in teams on an assignment and the team members are held individually accountable for the complete content of the assignment.

Those two techniques are combined into CSR concerning to the four strategies which are preview, click and clunk, get the gist, and wrap up. The first strategy, Preview, is designed to activate the students’ background knowledge and to make the prediction what they will learn before reading the text. The second strategy, Click and Clunk, guides to list the students’ difficulty in vocabulary during the reading process and then solved by the fix-up strategies after reading. The third strategy, Get the Gist, teaches the students to find the main idea in of each section of the text while they are reading. The fourth strategy, Wrap-up, asks the students

to answer the question about the material after reading (Klingner and Vaughn, 1998; Vaughn, Klingner, and Bryant, 2001).

Thus, it can be assumed that CSR is a reading comprehension strategy which designed to improve students' reading comprehension ability by applying the four reading strategies which include Preview, Click and Clunk, Get the Gist, and Wrap Up through small group discussion.

## **2.7. The Advantages and Disadvantages of CSR**

There are some advantages and disadvantages in using CSR to improve students' reading comprehension ability. Those are as follows:

### **a. The Advantages of CSR**

There are some advantages of using CSR as a strategy to teach reading. Klingner, Vaughn, et al. (2004) state that CSR helps students learns some specific strategies such as learning in cooperative environment, brainstorming and predict (Preview), monitoring understanding (Click and Clunk), finding the main idea (Get the Gist), and answering question (Wrap up). CSR also provides student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., leader, clunk expert, gist expert, announcer, encourager, and timekeeper).

Based on the statement above, CSR can help the students to improve the students' reading comprehension ability by working together in groups and to better understand the material in their reading tasks. CSR also can improve the quality of discussions, and enhance students' abilities to help each other in comprehending the text, particularly with unknown vocabulary.

### **b. The Disadvantages of CSR**

CSR can be concluded as the same as the other strategies because it also has strength and weakness. The strength is CSR trains the students to be more active and to be the independent reader. They are encouraged to work in a pair which must involve their participation in order to get a good work.

The weakness is shown when CSR is being implemented in the class. It needs the longer time for the students to adapt and implement the CSR strategy which divided into four steps.

### **2.8. Procedure of Using Collaborative Strategic Reading**

According to Klingner and Vaughn (1999) CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity.

#### **Phase 1. Teaching the Strategies**

In this phase, students learn four strategies: preview, click and clunk, get the gist, and wrap up and each of strategies is taught separately. Preview is used before reading the entire text for the lesson. The other two strategies, click and clunk and get the gist, are used many times while reading the text, after each paragraph or two. Meanwhile, wrap-up is used after reading the entire the text for the lesson. Those strategies are explained as follow:

#### **a. Preview**

The preview strategy is the first strategy to be done in applying CSR which students preview the entire passage before they read each section, scan quickly the material to search for clues, and make prediction what the text will be about. The primary goals of previewing are (a) generate interest about the text they will learn,

(b) stimulate their background knowledge and associations with the text, and (c) facilitate their ability to make predictions about what they will learn.

The teacher can teach the students to preview by asking them to scan quickly the text to search for clues to make a prediction. Besides, the teacher also can ask the students to search the information of the text which can help them in previewing. For example; *the teacher prompts the students to look at (a) title and subtitle, (b) words that are italicized, bolded, or underlined, (c) pictures, tables, and graphs, and (d) questions or key information highlighted in the columns.* Then, the teacher gives some questions, for example; *what the passage is mainly about? Who is described in the text? When the passage takes place? or where the text is describing information you already know about the topic?.*

Here is the illustration of Preview step:

*T: Did you ever make a prediction about the text?*

*S: No, Miss. We never made a prediction about the text.*

*T: Why did you never make it?*

*S: We never made a prediction because we did not know the way how to make it.*

*T: That is alright. Let us learn how to make a prediction about the text. This strategy is called Preview.*

*S: Yes, it is right, Miss.*

*T: I will give you some steps to make a prediction about the text, so it will help you in comprehending the text. First, you can scan quickly the text to search for clues to make a prediction. Second, you can look at (a) title and subtitle, (b) words that are italicized, bolded, and underlined, (c) pictures, tables, and graphs. Third, you can answer the questions which are provided by me in your paper. Do you have any questions?*

*S: No, Miss. We do not have any questions.*

## **b. Click and Clunk**

After the students preview the text, they begin reading as they employ the click and clunk strategy. This second strategy refers to the self-monitoring strategy to

be used during the students' reading of text. Klingner and Vaughn (1999) says "the purpose of Click and Clunk is to teach students to monitor what they are reading and to think about information in the text that they know more about and information that is causing them difficulties".

When the students click, it means that they recognize information and understand the meaning of text well. When the students clunk, it means that they identify words or ideas that they don't understand or need to know more about. Students work together to identify clunks in the text and use fix-up strategies. Then, students write down their clunks in their paper of CSR form. After they have finished in reading a text, they begin to discuss and to solve their clunks. CSR involves four strategies to solve the clunks called as fix-up strategies. In the table 2.2. shows the example of fix-up strategies to solve the clunks.

**Table 2.2. Fix-up strategies**

<b>Clunk Card 1</b>	<b>Clunk card 2</b>
Reread the sentence with the clunk and look for key ideas to help you figure out the unknown word. Think about what makes sense.	Reread the sentences before and after the clunk looking for clues.
<b>Clunk card 3</b>	<b>Clunk card 4</b>
Look for a prefix or suffix in the word that might help.	Break the word apart and look for smaller words that you know.

Here is the illustration of Click and Clunk step:

*T: After we understand how to do the preview strategy, let us continue to next strategy, let us learn about Click and Clunk. Do you know how to do Click and Clunk?*

*S: No, Miss. We do not know how to do let us learn about Click and Clunk.*

*T: That is fine. Let us learn about Click and Clunk strategy.*

*S: Yes, Miss. We will learn about Click and Clunk strategy.*

*T: My students, I will give you some steps to do this strategy. First, identify the words that you do not understand. Second, write those words. Third, solve those words by using fix-up strategies. Do you understand?*

*S: Yes, we understand, Miss.*

### **c. Get the Gist**

Get the gist is practiced during reading to find out the main idea of the text. Klingner and Vaughn (1999) say “the purpose of Get the Gist is to teach students how to determine the main idea of passage”. It means that when the students get the gist, they identify the main idea or the most critical information in a section of text. Students are taught to identify the most important point in the text and to rephrase the key idea in only ten words or even less by using their own words.

For example, the teacher may teach Get the Gist step in this way;

- a. The teacher can ask the students to read a two-paragraph section.
- b. While students read the two paragraphs, the teacher can ask them to think about what they are reading and to identify the most important *who* or *what* from the text.
- c. The teacher can ask other students to provide their opinion about what aspect of their friend’s gist should be kept or dropped.
- d. The teacher also can ask the students to write the gist in their own words.

Here is the illustration of Get the Gist step:

*T: After learning how to do Click and Clunk, let us continue the next strategy (Get the Gist). This strategy is to find out the main idea of the text. Do you know how to do this strategy?*

*S: No, Miss. We do not understand.*

*T: That is alright. I will give you some steps how to do this strategy. First, read a two-paragraph of the text. Second, identify the most important “who” or “what” from the text. Third, ask your friends to provide their opinion about what aspect of your gist that should be kept or dropped. Fourth, write the gist*



*in your own words. Do you understand how to do this strategy (Get the Gist) my students?*

*S: Yes, we understand, Miss.*

#### **d. Warp-Up**

Students learn to “wrap-up” by answering about what they have learned. The goals of this process are to improve the students’ knowledge, understanding, and memory of what they have read.

The students answer questions about important information in the passage. The teacher can use questions by using *who, what, when, where, why, and how* on a test to find out whether the students really understand what they have read or not.

In addition, students are taught to answer some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage but in their head. In other words, students are required to answer questions that involve higher-level thinking skills. In this case, the teacher may provide questions stems to facilitate students’ ability to generate higher level-questions as follow:

- What do you think would happen if ...?
- What do you think caused ... to happen?
- What other solution can you think of for the problem of ...?
- What are the strengths (or weaknesses) of ...?
- How were ... and ... the same (different)?

Here is the illustration of Wrap-Up step:

*T: After we learn how to do “Get the Gist”, let us learn how to do “Wrap-Up”. Do you know how to do this strategy?*

*S: No, Miss. We do not understand how to do this strategy.*

*T: That is alright. My students, this strategy is to answer the questions. I will give you some questions, and you must to answer those questions. Do you understand how to do “Wrap-Up”?*

*S: Yes, we understand how to do “Wrap-Up”.*

## **Phase 2. Cooperative Learning Group Activity**

This second phase is applied when the students have already learned the four strategies (Preview, Click and Clunk, Get the Gist, and Wrap-Up). In cooperative group, the students discuss what they have read and assist each other in comprehending the text. In this phase, students are divided into small group which consists of 4-6 students each group, and perform a different role. Role is an important aspect of CSR because cooperative learning seems to work best when all group members know about their role and have responsibility for their group success.

According to Klingner and Vaughn (2000) the students' roles may include:

- a. Leader.** The role of leader is to lead the group in the implementation of CSR by saying what to read next and what strategy to use next. The leader also should lead the group to finish the assignment by focusing on the four strategies (preview, click and clunk, get the gist, and wrap-up) and ensuring that each member participate in those strategies.
  
- b. Clunk Expert.** The role of clunk expert is to remind the group member to follow the steps of fix-up strategies by using clunk cards when trying to solve the meaning of their clunk(s) or difficult word in order to figure out the meaning of those words.

- c. **Gist Expert.** The role of gist expert is to guide the group member to get the gist and determine that the gist contains the most important idea(s) but no unnecessary details. The gist expert also should remind the group member to follow the step in order to figure out the main idea of the text.
- d. **Announcer.** The role of announcer is to call on group members to read or share an idea. The announcer should make sure that everyone participates and only one person talks at a time.
- e. **Encourager.** The role of encourager also is to evaluate how well the group has worked together and gives suggestions for improvement. The encourager should look for behaviors to praise the group member and encourage all group members to participate in the discussion and assist one another.
- f. **Timekeeper.** The role of timekeeper is to set the time for each portion of CSR and let the group know when it is time to move to another strategy of CSR.

Of those six roles, *leader*, *clunk expert*, and *gist expert* are essential; meanwhile, the other three can be combined. Those three roles may be done by one student in each group as well as *announcer*, *encourager*, and *timekeeper*.

Here is the illustration of cooperative learning group activity:

*T: After learning how to do “Preview, Click and Clunk, Get the Gist, and Wrap-Up”, I will divide you into some group which consists of 4-6 students.*

*S: That is alright, Miss.*

*T: All of you will have different role in applying CSR. Do you understand?*

*S: Yes, Miss. We understand.*

*T: That is excellent. Let us apply CSR in your group. If you have a problem, you can ask to me.*

*S: Yes, Miss. We will ask you if we have a problem. Thank you.*

*T: That is fine.*

Thus, it can be concluded that in the first phase the students learn four strategies which is concerned with *preview, click and clunk, get the gist, and wrap-up* before applying CSR. The second phase is applied when the students have already learned the four strategies. In second phase, students are divided into small group which consists of 4-6 students each group include the different roles for each of them, and the teacher controls them when applying CSR. The roles of the students are; *leader, clunk expert, gist expert, announcer, encourager, and timekeeper*.

## **2.9. Theoretical Assumption**

Students' reading ability can be developed through various strategies. One of reading abilities for the students is identifying the specific information (e.g. main idea, specific information, inference, reference, and vocabulary). The students are expected to be able to identify the specific information in the texts.

Considering the discussion above, the researcher believes that CSR is suitable and appropriate to be applied as the students' strategy in reading. By using CSR, the students are trained to have an active process by conducting four strategies and also work cooperatively to help each other in comprehending the text. This strategy will help the students to identify the specific information in the texts.

In brief, the researcher puts an assumption that CSR can be used to improve students' reading comprehension ability in identifying the specific information (e.g. main idea, specific information, inference, reference, and vocabulary) in reading text for Junior High School students.

### **2.10. Hypothesis**

Concerning the theories and theoretical assumption above, the hypothesis can be formulated as follow:

“There is a significant difference of students’ reading comprehension ability in narrative text after being taught by using CSR”

This chapter has discussed certain points that relates to the theories that are used in this research. They are review of previous research, reading comprehension, narrative text, strategy of teaching reading, Collaborative Strategic Reading, the advantages and disadvantages of CSR, procedure of using CSR, teaching reading using CSR, theoretical assumption, and hypothesis.

### **III. METHODS OF THE RESEARCH**

This chapter focuses on the method that was used in conducting the data of the research, such as design, population and sample, variables, data collecting technique, instrument of the research, criteria of a good test, scoring system, research procedure, data analysis, and hypothesis testing.

#### **3.1. Design**

In conducting this research, the researcher used a quantitative research by applying *One Group Pretest-Posttest design*. This design was used in this research because the researcher only used one class as the experimental class which received treatment of teaching reading using CSR. One group pretest-posttest design is a research design where one group of participants is pretested on the dependent variable and then post-tested after administering the treatment.

This research was conducted in five meetings. One meeting was for conducting pretest, and pretest (T1) was given before the researcher taught by using CSR in order to measure the students' reading ability before they were given the treatment. Then, three meetings were for giving treatment (X) to teach reading by using CSR in order to improve students' reading comprehension. The last, one meeting was for conducting posttest, and posttest (T2) was given after implementing CSR and to measure how far the students' improvement of reading ability after they got the treatments.

The research design could be represented as follow:

**T1          X          T2**

The formula can be further illustrated as follows:

**T** refers to Pre-test

**X** deals with treatments (Using CSR)

**T2** relates to Post-Test

(Hatch and Fahrady in Setiyadi, 2006: 131)

### **3.2. Population and Sample**

The population of this research was the second grade of SMP Muhammadiyah 3 Bandar Lampung. There were four classes of the second year students in semester two of 2016/2017 academic year. Each class consisted of about 32-35 students.

In conducting the research, the researcher used one class as the experimental class and one class as the try out class. Concerning to the fact that every class has relatively the same level of ability in English, the researcher took one class randomly by using lottery.

### **3.3. Data Collecting Technique**

The researcher used test to collect the data of this research. The test was divided into pretest and posttest. Those were explained as follows:

#### **1. Pre-test**

Pre-test was conducted in order to measure the students' reading comprehension ability before achieving the treatments. The test was multiple choices in which the students were asked to answer 25 items

where the choices consisted of one true answer and three distracters. In this test, the students were given 60 minutes to do the test.

## **2. Post-test**

After conducting the treatment, posttest was administered. Posttest was given to measure how far the students' improvement of reading ability after they got the treatments. This test consisted of 25 items of multiple choices with four alternative answers and was done at 60 minutes. The test which was used in post-test is same with the test in pre-test, but in the post test the questions were arranged randomly.

### **3.4. Instrument of the Research**

Naturally to gain the objective data, reading comprehension test was applied as the instrument of this research. Reading comprehension test was divided into pretest and posttest. Pretest was conducted to measure the students' reading ability in comprehending the text before the treatments. Posttest was conducted in order to find out how far students' improvement in reading comprehension after conducting the treatment by using CSR. The test contained of five aspects of macro skills, such as: main idea, specific information, inference, reference, and vocabulary. The test consisted of 25 items in multiple choice (a, b, c, and d). The test which was used in pre-test is same with the test in post-test, but in the post test the questions were arranged randomly. In order to find whether the test items were applicable or not, this research found out the validity, reliability, level of difficulty, and discriminating power of the test using tryout test. The content of try out was presented in table of specification below:



**Table 3.1. Table Specification of Try-out Test**

No.	Aspects of Reading Comprehension	Items Number	Percentage
1.	Main idea	4, 6, 13, 18, 21, 26, 31	20 %
2.	Specific Information	1, 7, 11, 16, 24, 27, 32	20 %
3.	Inference	5, 9, 12, 17, 25, 29, 35	20 %
4.	Reference	2, 8, 15, 19, 23, 30, 34	20 %
5.	Vocabulary	3,10, 14, 20, 22, 28, 33	20 %
<b>Total</b>		<b>35 items</b>	<b>100 %</b>

### 3.5. Try-out

Try-out was conducted on April 3<sup>rd</sup>, 2017 and there were 35 items which were administered based on 7 different texts. The items were in the form of multiple choices which contained four options of answer for each (A, B, C, and D). It was given at VIII C class of SMP Muhammadiyah 3 Bandar Lampung. The number of students was 32 students. VIII C was chosen purposively to analyze the reliability, level of difficulty, and discrimination power to achieve good test instrument criteria.

In order to get a good test, the test item should fulfill some criteria such as: validity, reliability, level of difficulty, and discrimination power that were discussed below.

#### 3.5.1. Validity

Validity refers to the extent to which the test measures and to what is intended to measure (Hatch and Farhady, 1982:250). It means that it relates directly to the purpose of the test. There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test had a good validity, the researcher used content validity and construct validity. Face validity only concerns with the lay out of the test

while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982). So these two validities were considered to be less needed. Therefore, the two types of validity were used in this research as follows:

#### a. Content Validity

Content validity relates with all the items of test that include in a test. To meet this validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setyadi, 2006:22). To get the content validity of reading comprehension, the observer try to arrange the materials based on the standard competence in syllabus for the second grade of Junior High School students. In order to establish the content validity of measuring instrument, the observer identifying the overall content to be represented. The validity of instruments was referred to the content and constructs validity in which the question represents five sort reading skills, i.e. determining main idea, finding the detail information, reference, inference, and vocabulary (Nuttal, 1982). All test items which has good validity was used to collect the data for this research and the bad one should be revised.

Below is the table specification of pre-test and post-test.

**Table 3.2. Table Specification of Pre-test Test**

No.	Aspects of Reading Comprehension	Item number	Percentage of Items
1.	Main Idea	3, 5, 11, 13, 16, and 21	24%
2.	Specific Information	1, 9, 12, 18, 18, and 22	24%
3.	Inference	4, 7, 10, 20, and 25	20%
4.	Reference	6, 14, 17, and 24	16%
5.	Vocabulary	2, 8, 15, and 23	16%
<b>Total</b>		<b>25 items</b>	<b>100%</b>

**Table 3.3. Table Specification of Post-test Test**

No.	Aspects of Reading Comprehension	Item number	Percentage of Items
1.	Main Idea	1, 6, 11, 17, 20, and 25	24%
2.	Specific Information	2, 8, 9, 15, 19, and 23	24%
3.	Inference	5, 10, 13, 18, and 24	20%
4.	Reference	4, 7, 12, and 21	16%
5.	Vocabulary	3, 14, 16, and 22	16%
<b>Total</b>		<b>25 items</b>	<b>100%</b>

### b. Construct Validity

Construct validity is about the instrument form. It investigates the research instrument appropriateness to the research object. Construct validity is concern with whether the test is actually in line with the theory of what reading means to know the language (Hatch and Farhady, 1982). To know that the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading text. Related to this research, the test items should be questioning the five aspect of reading. According to Nuttal's theory in which the construct validity in this instrument represented by five sort reading skills: main idea, specific information, reference, inference, and vocabulary.

### 3.5.2. Reliability

According to Hatch and Farhady (1982: 243), the reliability of a test can be defined as the extent to which a test procedures consistent result when administered under similar conditions. To measure the coefficient of the reliability between odd (x) and even (y) of the test items, the researcher used *Pearson Product Moment formula* as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

This formula is described as follows:

$r_{xy}$  deals with the coefficient of reliability between odd and even number items

$x$  relates to odd number

$y$  denotes to even number

$\sum x^2$  deals with the total score of odd number items

$\sum y^2$  describes to the total score of even number items

$\sum xy$  refers to the total score of odd and even number

(Lado in Hughes, 1989)

To know the coefficient correlation of whole items, the researcher used Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982: 247). The formula is as follows:

$$r_k = \frac{2 r_{xy}}{1 + r_{xy}}$$

The formula is explained as follows:

$r_k$  refers to the reliability of the whole tests

$r_{xy}$  deals with the reliability of half test

(Hatch and Farhady, 1982 : 247)

The criteria of reliability are:

0.90 – 1.00 means that the reliability of test is high

0.50 – 0.89 indicates that the reliability of test is moderate

0.0 – 0.49 connotes that the reliability of test is low

After the data were analyzed, the result showed that the reliability of half test ( $r_{xy}$ ) is 0.958 and reliability of the whole test ( $r_k$ ) is 0.978 (see Appendix 6). Based on the criteria of reliability of the test, it can be stated that the tests have a high reliability since the range of the high criteria for the reliability test is 0.8–1.00 (Hatch and Farhady, 1982: 246). It can be interpreted that the test can be used and in other word, the test is reliable.

### 3.5.3. Level of Difficulty

Level of Difficulty (LD) relates to “how easy or difficult the item is from point of view of the students who take the test” (Shohamy, 1985). Level of difficulty gives the description of students’ perception about the test items. Test items should not to be too easy and also not to be too difficult for the students as the research object.

To find out the level of difficulty of the test items, the researcher used formula:

$$LD = \frac{U + L}{N}$$

The formula can be illustrated as follows:

LD denotes to level of difficulty

U refers to the number of upper group who answer correctly

L deals with the number of lower group who answer correctly

N relates to the total number of students in upper and lower groups

(Shohamy, 1985: 79)

The criteria are as follows:

< 0.03 explains that the level of difficulty of the test items is difficult

0.03 – 0.70 illustrates that the level of difficulty of the test items is average

> 0.70 means that that the level of difficulty of the test items is easy

In this research, the students were given 35 items in try out. After analyzing level of difficulty, it was found that the try-out test consisted of 5 difficult items (14, 17, 22, 26, and 28), 25 average items (1, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 16, 18, 19, 20, 21, 23, 24, 27, 29, 31, 32, 33, 34, and 35) and 5 easy items (2, 7, 15, 25, and 30). The easy and difficult items were not used to collect the data and should be dropped from the test. Then, the average items were administered in pretest and post test. It could be stated that, after analyzing the data, there were 10 items that were dropped and 25 items that were used in pre-est and post-test. (see Appendix 4).

#### **3.5.4. Discrimination Power**

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. In determining the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

The formula above is illustrated as follows:

D relates to discrimination power

U deals with the number of students from the upper who answer correctly

L describes to the number of students from the lower who answer correctly

N refers to the number of the students

(Shohamy, 1985: 82)

The criteria of discrimination power are:

0.00 – 0.20 means that discrimination power is poor

0.21 – 0.40 connotes that discrimination power is satisfactory

0.41 – 0.70 explains that discrimination power is good

0.70 – 1.00 describes that discrimination power is excellent

- (negative) shows that discrimination power is bad items (should be omitted)

From the computation of discrimination power of try out, it was found that there were 10 poor items (2, 7, 14, 15, 17, 22, 25, 26, 28, and 30), 20 satisfactory items (1, 3, 4, 8, 9, 10, 11, 12, 13, 16, 19, 20, 21, 27, 29, 32, 33, 34, and 35), and 5 good items (5, 6, 18, 23, and 24) (see Appendix 4). The items which had satisfactory level, good, and excellent level in discrimination power were administrated for the pre-test and post-test, meanwhile the items which had poor and bad level in discrimination power were dropped.

Briefly, after the data was analyzed by using level of difficulty and discrimination power, it was found that 25 items were good and administered for pre-test and post-test. On the other side, 10 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power, such as item number 2, 7, 14, 15, 17, 22, 25, 26, 28, and 30 (see Appendix 4). Then, in analyzing the data of try out, it was found that the reliability of half test ( $r_{xy}$ ) is

0.958 and reliability of the whole test ( $r_k$ ) is 0.978. It means that the test items have a high reliability (see Appendix 6).

### **3.6. Scoring System**

In order to get the students' score, the researcher started from correcting individual student' answer sheet and giving score. The score standard used 0-100, because the English teacher in SMP Muhammadiyah 3 Bandar Lampung also used the score standard in range 0-100. In scoring the students result of the pre-test and post-test, the formula by Arikunto (1997) is employed:

$$S = R - \frac{W}{n - 1}$$

The formula can be further illustrated as follows:

S deals with the score

R refers to the correct answer

n relates to the option

W deals with the wrong answer

### **3.7. Research Procedure**

The procedures in conducting the research were:

#### **1. Determining the problem**

In conducting the research, the first step was about determining the problem. The problem of this research was determined based on the researcher's observation at SMP Muhammadiyah 3 Bandar Lampung. It could be seen in the background of problem in Chapter 1.



## **2. Determining the population and sample**

The population of this research was the second grade of SMP Muhammadiyah 3 Bandar Lampung. The researcher took one class randomly by using lottery.

## **3. Selecting the material**

Selecting of the reading materials was determined by the levels of the students. Therefore, the researcher used the syllabus of the second grade of Junior High School students based on school curriculum of KTSP. As had been discussed in Chapter 2, this research was focused on narrative text.

## **4. Administering the try out**

It is conducted to measure the reliability of pretest and posttest and to make sure that the test were good or bad for the students. The try out was administered to measure the level of difficulty (LD) and discrimination power (DP) in order to find out the reliability and validity of the test. Simply, it was administered to measure the quality of the test as the instrument of the research. The test was reading test. The try out test was conducted for 80 minutes and the items of the try out were 35 items.

## **5. Administering pre-test**

Pre-test was conducted before the treatments. It was aimed to check students' reading ability in determining mind idea, finding specific information, determining references, making inference, and understanding vocabulary in texts. Pre-test was administered for about 60 minutes on first week of the research.

## **6. Conducting treatments**

After giving the pretest to the students, the researcher conducted the treatments to teach reading by using CSR. In this research, the treatments were conducted in three meeting which took 2 x 40 minutes. It was done by the lessons plan which consisted of three different topics. The students were given the different assignments for each session and the materials which were about narrative text taken from the students' English book for the second grades and internet.

## **7. Administering post-test**

Post-test was conducted after giving the treatment. Posttest was conducted to find out whether there was a significant improvement of students' reading comprehension after the treatments. It was administered for 60 minutes in experimental class. The test consisted of 25 items of multiple choices in reading test.

## **8. Analyzing the Data**

The result of pretest and posttest were analyzed by using *repeated measure t-test* to compare the data of the two means score (Hatch and Farhady: 1982). The researcher analyzed the improvement by comparing the scores of pretest and posttest from experimental class.

## **9. Concluding and reporting the result of analysis data**

After analyzing the data, the researcher made the conclusion about result of the research and reported it on the script by adding the suggestion for further research.

### 3.8. Data Analysis

In order to know the students' progress in comprehending the texts and the student's scores were computed by doing three activities:

1. Scoring the pretest and posttest
2. Tabulating the result of the test and calculating the mean of pretest and the post-test. The mean was calculated by applying the following formula:

$$M = \frac{\sum x}{N}$$

The formula above is illustrated as follows:

M deals with mean (average score)

x relates to the total students' score

N refers to total number of students

(Hatch and Farhady, 1982)

3. Drawing conclusion from the tabulated results of the test given, that was by statistically analyzing the data using statistical computerization i.e paired t-test of Statistical Package for Social Science (SPSS) to test whether the improvement of students' gain was significant or not, in which the significance was determined by  $p < 0,05$ . It was used as the data from one sample (Hatch and Farhady, 1982: 117). In order to know whether the students get any progress, the formula was as follows:

$$I = X_2 - X_1$$

The formula can be explained as follows:

I relates to the improvement of students' reading comprehension achievement

$X_2$  explains to the average score of post-test

$X_1$  deals with the average score of pr-test

### 3.9. Hypothesis Testing

The hypothesis testing was used to prove whether the stated hypothesis in this research was accepted or not. The pretest and posttest were compared in order to find out the difference of students' reading comprehension ability after treatments. The hypothesis was tested by using *repeated measure t-test* through computing with Statistical Package of Social Science (SPSS) for window.

In this case, the hypothesis is analyzed at significant level of 0.05 in which that the probability of error in the hypothesis is only 5%. The hypothesis stated as follows:

$H_0$  : There is no significant difference of students' reading comprehension ability in narrative text after being taught by using CSR.

$H_1$  : There is a significant difference of students' reading comprehension ability in narrative text after being taught by using CSR.

(Hatch and Farhady, 1982)

The criteria for accepting the hypothesis are as follows:

1.  $H_0$  is rejected if the t-value is higher than t-table.
2.  $H_1$  is accepted if  $H_0$  is rejected.

### 3.10. Schedule of the Research

Below is the schedule of the research consisting of some activities illustrated as follow:

**Table 3.4. Schedule of Researcher's Activities**

No.	Date	Activities
1.	April 3 <sup>rd</sup> , 2017	Giving try out test
2.	April 6 <sup>th</sup> , 2017	Giving pre-test to the experimental class
3.	April 11 <sup>th</sup> , 2017	Giving the first treatment by using lesson plan 1
4.	April 13 <sup>th</sup> , 2017	Giving the second treatment by using lesson plan 2
5.	April 25 <sup>th</sup> , 2017	Giving the third treatment by using lesson plan 3
6.	April 27 <sup>th</sup> , 2017	Giving post-test to the experimental class

In brief, those are the explanations about the methods of the research: i.e. design, population and sample, data collecting technique, instrument, try-out (validity, reliability, level of difficulty, and discrimination power), scoring system, research procedure, data analysis, hypothesis testing, and schedule of the research.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the research and also the suggestions for other researcher and English teachers who want to apply CSR in teaching reading.

### 5.1. Conclusions

After conducting the research at the second grade of SMP Muhammadiyah 3 Bandar Lampung and analyzing the data, the researcher draws the conclusions as follows:

1. There was significant difference of students' reading comprehension ability of narrative text after being taught using CSR at the second grade of SMP Muhammadiyah 3 Bandar Lampung. It could be seen from the result of the hypothesis test which showed that at significant level of  $p < 0.05$  ( $p = .000$ ),  $t$ -value (11.622) was higher than  $t$ -table (2.035). It could be concluded that CSR could be used to improve the students' reading comprehension ability.
2. CSR could be used to improve the students' reading comprehension in five aspects of macro skills of reading comprehension. It can be seen from the result as shown below.
  - 2.1. Main idea improved 30 points, that is, 110 in pre-test to 140 in post-test, because the students were able to work related to the main idea by identifying the most important point of *who and what* (people, activities,

and places) from the text and re-stating those important ideas into one sentence.

2.2. Specific information improved 28 points, that is, 123 in pre-test to 151 in post-test, because the students knew the detail of the text by summarizing the specific information (*who and what*) based on the text.

2.3. Inference improved 20 points, that is, 106 in pre-test to 126 in post-test, because the students could make a conclusion or guessing based on interaction between their knowledge and information in the text.

2.4. Reference improved 15 points, that is, 83 in pre-test to 98 in post-test, because the students could make relation between one object to another object in the text.

2.5. Vocabulary improved 14 points, that is, 79 in pre-test to 93 in post-test, because the students could solve their difficult words by analyzing classes of words, such as: (1) nouns, consisting of countable noun, uncountable noun, common noun, and proper noun, (2) verbs, comprising of regular verb and irregular verb, (3) adjectives, consisting of descriptive adjective and quantitative adjective, and (4) adverbs, comprising of adverb of manner, adverb of place, adverb of time, and adverb of frequency.

Briefly, it can be concluded that the highest aspect of reading comprehension in term of macro skills after being taught by using CSR was main idea.

## **5.2. Suggestions**

In reference to the conclusion above, the researcher recommends some suggestions as follow:

### **1. Suggestions for English Teachers**

- a. As can be seen that the lower two aspects of reading achievement were reference and vocabulary, it is necessary for the English teacher to improve students' understanding of reference and vocabulary by providing exercises:
  - 1) In terms of reference, the teacher can explain about pronouns to the students, for example, the teacher can give some sentences which contain about pronouns and train the students to find the pronouns from those sentences.
  - 2) In terms of vocabulary, for example, the teacher can teach the students by analyzing derivational forms about suffix and prefix to form a noun, a verb, an adjective, and an adverb.
- b. In applying CSR, the teacher should control the students' activities and consider the time allocation to make the efficiency of the strategy itself.

### **2. Suggestions for Further Researchers**

- a. Since this research was conducted CSR to improve students' reading comprehension ability in term of macro skills, the further researcher can try to use this strategy to improve students' reading comprehension in term of micro skills.



- b. Moreover, the further researchers can apply this strategy by using other kinds of text, i.e. descriptive, report, recount, and explanation.

In sum, those are the conclusions of research findings and the suggestions for English teacher who intends to apply this strategy in teaching reading and for the further researcher who intends to investigate the research about this strategy.

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