MODIFYING COLLABORATIVE STRATEGIC READING (MCSR) TO IMPROVE STUDENTS' READING COMPREHENSION

(A Thesis)

By
Ria Ayu Pratiwi

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

MAGISTER PENDIDIKAN BAHASA INGGRIS

UNIVERSITAS LAMPUNG

2018

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A Thesis
Submitted in a Partial Fulfillment of
The Requirement for S-2 Degree

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ABSTRACT
MODIFYING COLLABORATIVE STRATEGIC READING (MCSR) TO
IMPROVE STUDENTS' READING COMPREHENSION

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This study was intended to find out the different effect of CSR and MCSR for students' reading comprehension, to investigate which reading aspects that increased better after being taught by using MCSR and to examine the students' perceptions to the process of teaching through MCSR on students' reading comprehension.

This study used both quantitative and qualitative design. Two groups pre test – post test design was employed in this study.The sample consisted of class X3 (36 students) and class X7 (36 students), both of two classes were experimental class. There were three instruments administered by the researcher, namely: Reading Comprehension Test, Interview and Questionnaire. Meanwhile, interview and questionnaire were analyzed after the treatment. The researcher analyzed the data through Independent Group T-test to compare the mean score from the result of pre test and post test and Paired sample T-test.

The findings of this current study indicated that the average gain of students' reading comprehension in CSR class was 0.1931 meanwhile the average gain of students' reading comprehension in MCSR class was 0.4903. The analysis of the collected data showed that there was improvement in reading comprehension both in CSR and MCSR however the improvement was not statistically significant. The paired sample t-test indicated that reading comprehension aspect which increase significantly was determining inference. Based on the interview, it was revealed that MCSR facilitates the students comprehend the text easily. Related to the result of the interview it was revealed that MCSR facilitates the students comprehend the text easily and questionnaire mean score was 3.47, it meant that students agreed that MCSR was good reading narrative text.

The MCSR can improve students' reading comprehesion better rahter than CSR. MCSR provide learners with activities as strategy to carry out learning goals. Beside that, the MCSR can improve students reading comprehension especially in determining inference aspect. Additionnaly, the students' perception about the MCSR for reading comprehension was positive.

Research Title : **MODIFYING COLLABORATIVE STRATEGIC READING (MCSR) TO IMPROVE STUDENTS' READING COMPREHENSION**

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CURRICULUM VITAE

The writer, Ria Ayu Pratiwi, was born on January 1st 1990 in Bekri. She was the second child from the lovely couple Suharno and Sriyana. She started her study at Dharma Wanita UNILA Kindergarten in 1994 and graduated in1996. State Elementary School 2 Rajabasa in 1996 and graduated in 2002. Thereafter, she was enrolled as a student of State Junior High School 22 Bandar Lampung and graduated in 2005. In the same year, she registered at Al Kautsar Senior High School Bandar Lampung; she studied in Social Studies as her major and graduated in 2008. Then, she continued her study to Teknokrat college in diploma three English program as her major and graduated in 2011.

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DEDICATION

This thesis would humbly be dedicated to:

My beloved parents: Mother and Father

My big family

My beloved Kdrama partners

My comrades, the Third Batch of MPBI UNILA 2015

My lecturers and my almamater, University of Lampung

MOTTO

Live Simply – Dream Big – Be Grateful – Give Love – Laugh Lots

-anonymous-

ACKNOWLEDGEMENTS

Alhamdulillahirobbil 'alamin, praise is merely to Allah SWT, the most gracious, the most merciful and tremendous blessing that enables the writer to accomplish this thesis proposal. This thesis proposal entitled "Modifying Collaborative Strategic Reading (MCSR) to Improve Students' Reading Comprehension" is submitted as one of the requirements in accomplishing S-2 Degree in English Education Study Program, Faculty of Teaching Training and Education, University of Lampung.

It is important to be known that this research would never come into existence without any supports, encouragements and guidance by several generous people. Therefore, the writer would like to express her sincere gratitude and deep respect to Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as her first advisor, for his support, ideas, and suggestions for the writer during the thesis process. Her appreciation is also due to her second advisor, Ujang Suparman, M.A., Ph.D., who gave her his best valuable input, suggestions, and revision in finishing this research. The writer also would like to express her deep gratitude to her examiner, Dr. M. Sukirlan, M.A., who has given his suggestions and criticism as well as his constructive ideas in improving the content of this paper.

Finally, the writer realizes that this thesis proposal still has some weaknesses. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this thesis proposal can give benefits to the readers and those who want to carry out further research.

Bandar Lampung,   Januari 2018
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I. INTRODUCTION

This chapter presents background of the problems, identification of the problems, limitation of problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the problems

Reading is one of language skills that should be learned by the students. The purpose of learning reading is to comprehend the ideas of the writer or the communication way of the writer with the readers by the written or printed words. In addition, reading is very important for the students in order to find out the information in a text. Considering the needs of mastering reading as one of the ways for mastering English, Alfassi (2004) in Zare and Othman (2013) states reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction. Furthermore, Patesan et. et., al (2014) state that the purpose of reading is to have access to the literature written in a language so we

can state that reading is an activity with a purpose. However, Goodman (1998) in Ozek and Civelek (2006) defines proficient readers as "efficient and effective" because he believes that they can construct a meaning by means of assimilation, accommodation, and they do not make much effort to achieve effectiveness. He further describes reading as a psycholinguistic guessing game in which the reader reconstructs a message that has been coded by a writer as a graphic display.

Reading is not just decoding from a foreign language to a mother tongue. However, reading is more complex than this. Reading involves recognizing and comprehending words and sentence patterns (Cohen, 2007; Rasinski and Padak, 2008 in Alqarni, 2015). Smith (1978) in Alqarni (2015) defined reading as a process of extracting meaning from a written or printed text. Improving students' reading skill in English as a foreign language is a perennial challenge for teachers.

Basically the objective of learning to read is to comprehend what it has been read. In reading, students are as the readers must have comprehension because it is an important process of constructing meaning from the text. This process involves decoding the writer's words and using background knowledge to construct an approximate understanding of the writer's message as the process of comprehending. According to Sheng (2000) in Torres (2009), comprehension is a process of negotiating, understanding between the reader and writer. In this same view, Chen (2011) states that to achieve reading comprehension, readers must concurrently process different levels of the text.

To enhance students' reading comprehension in EFL, teachers use many strategies, such as cooperative and collaborative learning. Gauthier (2001) in Alqarni (2015) recommends cooperative learning, discussion and questioning (Coop-Dis-Q) strategies to enhance the reading skills of learners. Some others recommend Collaborative Strategic Reading (CSR), Peer Assisted Learning Strategies (PALS) and Modifying Reciprocal Teaching (Klinger and Vaughn, 2012) in Alqarni (2015). All the strategies were developed for general struggling readers but these are also applicable to EFL learners. The main purpose of these strategies is to create a cooperative learning environment where students monitor their reading comprehension. Kessler (1992) in Mohammadi and Davarbina (2015) defined cooperative learning is one of the teaching methods to improve learning, academic achievement, and social skills by students interaction

Related to strategy in reading comprehension, collaborative strategy reading is considered as the effective strategy in order to increase students' reading comprehension. Klinger, Vaughn, et al. (2004) in Annamma and Eppolito (2011) carried out a quantitative in five different schools. The findings indicated that CSR was effective in supporting growth in reading comprehension for culturally and linguistically diverse middle school and upper elementary students. Two years later, Kim et al., (2006) conducted an experimental study with students from grades six to eight. A CACSR version was used for the intervention group. The findings indicated that students with the CSR group outperformed students in the comparison group. In another study with English as Foreign Language (EFL) learners, Zoghi, Mustapha, Maasum, and Mohd (2010) found that EFL learners

have positive attitudes towards collaborative strategies of reading. Annamma et al., (2011) interviewed 17 middle school teachers. The authors found that CSR is beneficial for all learners, especially for English language learners.

Based on previous research, all the teachers were very satisfied with CSR and they wanted to continue to apply CSR in the future. In one of their recent experimental studies, Khonamri (2015) examined how collaborative strategic reading may increase critical reading of EFL students at the intermediate level. Forty students majoring in English language literature at the University of Mazandaran participated in this study. The result indicated that students in the experimental group with CSR instruction outperformed the students in the control group. Therefore, the finding in this study indicated that CSR instruction improved students' critical reading. Fan (2010) undertook a quantitative research with 110 EFL learners to evaluate the effectiveness of Collaborative Strategic Reading at University in Taiwan. The findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and exploring the supporting details. Recently, Karabuga and Kaya (2013) carried out a quantitative research study to examine the effect of this approach on adult EFL learners' reading comprehension and reading-related problems. 40 prep-class at university level participated in this research. The study also indicated that CSR is effective in terms of improving reading comprehension and overcoming vovabulary related problems and affective factors such as feeling incompetent and uncomfortable.

Moreover, most of the studies on CSR have examined the effect of this approach on reading comprehension, but there are some studies which have tried to examine the effect of CSR on other areas of language learning, for example, Standish (2005) in Fan (2010) examined how CSR in combination with direct instruction in persuasion, affected her six-grader' persuasive writing. Or in another study by Lee (2003) in Alamin and Ahmed (2014), he tried to consider the effect of CSR on reading comprehension and vocabulary learning. Based on Bryant et al. (2000) in Abidin (2012), CSR research has also been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. In a study of 60 sixth-grade middle school students with varied reading levels in inclusive classrooms, a multi component reading intervention was used to address the range of reading. CSR was used in conjunction with two other research-based strategies: Word Identification and Partner Reading Results. It revealed that students with low learning abilities significantly improved their word identification and fluency, but not reading comprehension.

In this case, the researcher wants to modify the Collaborative Strategic Reading by modifying the steps of it. In this research, the researcher modified CSR to be more productive. The original CSR is only designed for reading activity. It doesn't provide activities that can make students more active in using English or delivering their idea.

According to Willis (1991) in Baturay and Akar (2001), teaching reading more 'integratedly' via the other skills would make the students more successful and more eager to learn than they can be if the reading skill is taught discretely in other words traditionally. Furthermore, he states that reading skill may be communicatively and efficiently exercised through one or more of the other skills in order to enhance the motivation of the students and lower the hindrance of the control of the class during the lesson time. Again according to Finocchiaro (1973) in Baturay and Akar (2001), a good teacher recognizes the importance of integrating discrete language skills in the communicative situations, which simulate or duplicate the real life situations in which students will need to use the foreign language. When reading is practiced through other skills 'integratedly' as in real life, it will become more interesting, motivating, and effective for the students.

Regarding background mentioned above, in this study the researcher was going to use modifying CSR to improve reading comprehension.

1.2 Identification of problems

Based on the pre- research conducted by the researcher, there are some factors related to the factors influencing the students' reading comprehension ability at first grade students in SMA Negeri 13 Bandar Lampung.

There are many things influencing the success of teaching reading, such as materials given, students, and the teacher who presents reading material. The

things above can be the problems or the barriers in teaching and learning of reading. Some of the problems may be due to intrinsic factors to the students, while the others are due to extrinsic factors. From the outside influence, teacher's teaching strategy is one of the most powerful factors. The teachers use the same strategy in conducting reading class.

Based on the pre-research, generally, the teaching and learning process was conducted through conventional teaching. Good learning time management, easy learning preparation, simple in conducting teaching learning process and assessment, and less effort in managing noise level were the strengths. Unfortunately, it did not give opportunities for the students in enhancing and practicing their skills to comprehend texts. It emphasized on teacher-centered approach where the teachers were the main center of learning sources and worked on transferring the knowledge rather than on guiding and facilitating the students to construct comprehension. As a result, it became a passive learning where the students were the recipients of information.

During the reading activity, the teacher read certain passages, translated the passages into Bahasa, and finally asked the students to answer on a paper sheet containing questions related to the passages. It was frequently done in the period of reading which created boredom amongst the students. The students were also not given much chance to cooperate and interact with others during reading.

1.3 Limitation of the problems

After identifying the problem, the researcher would like to limit the problem that would be analyzed, that is, improving students' reading comprehension through Modifiying Collaborative Strategic Reading (CSR) at second semester of first grade in SMA Negeri 13 Bandar Lampung. By introducing new reading strategy, hopefully the teacher could use different strategy besides traditional one, and can could help the students in comprehending texts.

1.4 Formulation of the research questions

Based on limitation of the problem of the research, the research questions are formulated as follows:

1. What is the different effect of CSR and MCSR for students' reading comprehension?

2. What aspect of reading increase better after being taught by using MCSR?

3. What are the students' perceptions about modified CSR as a means of teaching reading comprehension?

1.5 Objective of the research

In line with the formulation of the research questions, the objectives of the research are as follows:

1. To find out the different effect of CSR and MCSR for students' reading comprehension.

2. To investigate which reading comprehension aspects that increase better after being taught by using MCSR.

3. To investigate the students' students' perceptions about modified CSR as a means of teaching reading comprehension.

1.6 Scope of the Research

This research is quantitative and qualitative research which would be conducted by giving pretest, post test, interview and questionnaire. The focus of this research was modification of Collaborative Strategic Reading to improve reading comprehension. This research was conducted at SMA Negeri 13 Bandar Lampung. The sample was the students of second semester of first grade in SMA Negeri 13 Bandar Lampung. There were two classes that became the sample of this research. Both of them were the experimental classes. The researcher administered pre test and post test in order to investigate whether there was an improvement of students' reading comprehension by implementing the modification of CSR.

1.7 Definition of term

1. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

2. Modifying Collaborative Strategy Reading is defined as strategy for increasing students' reading ability by involving three reading strategies (analyzing, discussing, and sharing).

II. THEORETICAL FRAMEWORK

In this chapter, the writer will review some theories in this research. The researcher provides explanation about the literature review which are related to this researchh, the review of previous research, and hypothesis.

2.1 Concept of Reading Comprehension

Reading comprehension is the process of understanding and interpreting information from text in order to construct meaning. Readers who simply read text and remember what has been said are not demonstrating reading comprehension. A good reader is not only thinking about everything that the writer includes in the message but also going beyond it as all complex areas of the brain are operating while readers' process texts (Novotny, 2011). Reading is the process of identification, interpretation and perception of written or printed material. Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content (Torres, 2009).

Reading as well as other language skills is important in foreign language learning and plays a major role in getting information and knowledge from original resources (Mohammadi and Davarbina, 2015). According to Hellekjaer (2009) in Attaprechakul (2013), reading is a crucial means of gaining new knowledge; students need to acquire effective strategies to cope with reading demands. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003 in Mart, 2012). Duran (2013) in Chen and Yang (2015), for instance, stresses that reading is also a medium of absorbing knowledge, resolving all the doubts, or expressing thoughts with others. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011).

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood. According to Block and Pressley (2002) in Mohammadi and Davarbina (2015), comprehension is the final goal of reading instruction.

Reading comprehension is the process of understanding and interpreting information from text in order to construct meaning. Readers who simply read text and remember what has been said are not demonstrating reading comprehension. A good reader is not only thinking about everything that the

writer includes in the message but also going beyond it as all complex areas of the brain are operating while readers' process texts. For reading comprehension to occur, a reader must filter what has been read through their own foundation of knowledge and beliefs, use the author's organizational structure to think about the information read, and make inferences about the author's message (Shanahan, 2005 in Novotny, 2011).

Sheng (2000) in Torres (2009) describes that comprehension is a process of negotiating, understanding between the reader and writer. In this same view, Chen (2011) states that to achieve reading comprehension, readers must concurrently process different levels of the text.

In brief, reading comprehension is defined as an activity to undertand a written text including extracting the required information. Comprehension involves active processes and it does not only result from the information contained in the text but also from the interaction with background knowledge that readers bring to the text.

2.2 Aspects of Reading Comprehension

Reading is an astoundingly cognitive process. There are five reading aspects (Nuttal, 1985) in Hasanah (2016) which help the students to comprehend the English text well, they are:

1. **Identifying Main Idea**

   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 few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The example of finding main idea can be illustrated into a question as follows: *What is the main idea of the text?*

2. **Identifying Detail**

   Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help you see the big picture in a text. Details in a fictional story also support main ideas about the setting, characters and events in the story. The question of finding supporting detail is as follow: *Who is main the character of the text?*

3. **Determining Inference**

   By definition, inference requires that each reader constructs a meaning that makes the text a reflection of her experience. An inference is a statement about the unknown on the basis of the known. In other words, an inference is an educated guess. The question containing inference meaning can be: *How old is the writer of the text?*

4. **Understanding Vocabulary**

The students' vocabulary is strongly related to comprehension and ease of learning to read. Many studies agree that reading ability and vocabulary size are related. Considerable study suggests that a small vocabulary is one major determinants of poor reading comprehension. The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question consisting vocabulary aspect can be drawn as follow: *"Peter **is interested** in sports very much." The bold word is the synonym of...*

5. **References**

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less tone to identify the referents of a pronoun when the referent has been mentioned recently in the text, pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. The following question is the example: *"...**He** is the best badminton player in our family" (last line). The bold word refers to...*

According to five aspects of reading comprehension above, that is, identifying main idea, identifying detail, determining inference, references, and understanding vocabulary**.** This research used those aspects to measure the students' comprehension of an English text.

2.3 Concept of Teaching Reading

According to Alshammari (2015), teaching reading comprehension involves instructing students in how to comprehend by improving their reading skills and strategies. There are several ways to improve the students' interest in reading. First of all, the teacher should increase the students' motivation in reading. For example, the teacher can give a reward to motivate the students to read. Second, the reading materials should be interesting. The materials should contain some pictures or illustrations. The last, the reading material should be suitable for the students. Therefore, the students can understand the material easily.

According to Stephenson and Harold (2009), teaching reading involves helping students master the challenges of linking written and spoken language. For students, to link their knowledge of spoken language to written language they first need to master the alphabetic code, that is, the system of grapheme-phoneme correspondences that link written words with their pronunciations.

Effective support for teaching reading requires collaboration between the whole school community and the wider community (Stephenson and Harold, 2009). Their research suggests that important support features include:

1. Systematic procedures for identification, planning, teaching and monitoring progress in reading

2. Systematic records that are regularly updated

3. Experienced and qualified staff to coordinate whole school support

4. Community involvement that includes parent-family programs, parent classroom helpers and peer tutoring or buddy systems to create a school culture of cooperation and acceptance

5. Creative use of resources in terms of flexible use of staff to provide a range of regular classroom and withdrawal teaching contexts that are appropriate for individual student needs

6. Ongoing professional development for teachers in the form of on-site professional learning programs including classroom based inquiry and the development of professional learning communities

7. Teacher education programs that prepare student teachers to teach reading and that the content of course work in primary literacy education focus on best practice understandings of evidence based findings and an integrated approach to the teaching of reading.

Based on the statement above, it can be assumed that in teaching learning reading must have entertainment to attract students' interest and motivation. Reading teacher must be creative in choosing the way to teach reading. When the teacher has good trick or way in teaching reading therefore the students will enjoy and be interested in learning reading. Teaching reading is teaching students to understand the message from text by considering background knowledge of the students.

2.4 Narrative Text

One of genres that senior high school students learn is narrative text. According to Inman and Gardner (1964) in Wahyuni and Badriah (2015), narration is the telling of a story, either fictional or real, whose subject is an incident or a series of related incident. As narrative fiction includes every kind of story from the short tale to the long novel, so non fictional narrative includes every kind of story from the short anecdote to the book length account of a long series of incidents. Narrative text is a kind of story either fictive or real which contains a series of events in which the story construction (Hasanah, 2016). Thus, special features of narrative text could be found in its sequence of events to attract the readers in order to build their curiosity throughout the story.

According to Joyce and Susan (2000) in Wahyuni and Badriah (2015), the purpose of narrative is to tell stories which are about 1) a person or a group of people overcoming problems, 2) show how people react to experiences, 3) explore social and cultural values, 4) entertain audience. Narrative text also enables students to make connections, such as they may figure out similarities among the text and their own lives, they make links between the text they are current reading and another text they have previously read, they also see connections between the text and the real world. In short, the fact that reading narrative is a cooperative venture between the author and the reader. Indeed, Narrative text requires a content background for understanding. Students who are reading narrative text need to become familiar with the previously reviewed literary elements of character, setting, problem and solution, theme, and writing style.

There are numerous types of narrative. They are fairy stories, mysteries, science fiction, horrors, romances, fables, myths, legends, ballads, etc. Those can be classified into imaginary and factual, or even combination of both. Beside of several of Narrative texts in Hasanah (2016) classified "narrative text into four basic elements". They are as follows:

a. Characters

There are two characters taking place within a story. They are main characters and secondary characters. Character is the single most important element in the Narrative text. It describes physical of the character such as, age, weight, height, even personality traits including the strength and weaknesses. This who plays action in kinds of different situation or reacts the problems in the story. The author can also depict character into dialogue. It tells a reader what the character says or thinks.

b. Settings

The setting addresses the location (where) and the period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy. At times, the author gives details in any imagination to tell where and when the story takes place.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot

contains an initiating event, starting the main character of the series of events toward problem solving. The excitement builds until the climax or tension; the high point in the story where the problem is solved.

d. Conclusion

At the end of a story, the writer ends up the story through figuring out all the important things happened in the story led to a conclusion. This is the most exciting point in the whole story and tells how the events work out for the characters.

2.5 Concept of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is an instructional practice in which cooperative learning and reading comprehension strategies combine with each other, originally developed by Klingner and Vaughn in 1987 as cited in Abidin and Riswanto, 2012. They stated that CSR is the comprehension strategy which combines modification of reciprocal teaching and cooperative learning strategy. CSR creates an instructional context in which students, with the help of their peers and also the instructor, become competent at applying a number of research-based reading comprehension strategies while reading. Various lines of research on this approach indicate that CSR is an effective teaching tool that has the potential to enhance reading comprehension of (a) students with learning disabilities, (b) low- and average- achieving students, and (c) English language learners. However, for the purposes of the present investigation, the researcher

employed the modified form of CSR. The researcher integrateed reading skill and speaking skill that can help the student reinforce their comprehension. The strategy takes from reciprocal teaching approach.

Many approaches to reading strategy instruction, including CSR, tend to focus on a few reading strategies. Basically, CSR comprises four key reading comprehension strategies:

1. Preview

The goals of previewing are to (a) help students identify and learn as much about the passage as they can in a brief of time (2-3 minutes), (b) activate their background knowledge about the topic, and (c) help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the beginning.

Here, the teacher helps the students with previewing by reminding them to use all the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage. This way will help students do two things: (a) brainstorm what they know about the topic, and (b) predict what they will learn about the topic. In addition, the teacher might help the students connect the topic to their own experiences and also preteach key vocabulary that is important to understand the text but that does not show directly to the click-and-clunk fixup strategies. The teacher gives opportunity to the students to write down everything they have already known about the topic in their CSR learning logs. Then, students share their responses with one another.

Next, they write down their predictions of what they might learn, and they share their best ideas.

2. Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alerted to identify clunks during reading. After students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use "clunk cards" as prompts to remind them of various fix-up strategies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

1. Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.

2. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

3. Look for a prefix or suffix in the word.

4. Break the word apart and look for smaller words you know.

As with the other strategies, students can be taught the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

3. Get the gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned. When the students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

4. Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 Ws and an H). It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified. To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they have learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

Moreover, as previous research studies on CSR demonstrate, CSR is mainly employed in activity of comprehending the text other than reinforcing their comprehension. The rationale beyond the modification of CSR is that this teaching technique offers limited activity of reading strategy which regards to reinforcement activity. Baturay and Akar (2010) states that reading skill may be communicatively and eficiently exercised through one or more other skills in order to enhance the motivation of the students and lower the hindrance of the control of the class during the

lesson time. By considering this statement, the researcher believes that such a modification could validate the application of MCSR in order to improve reading comprehension.

Some researchers are limited by narrow range of CSR in reading strategies, such as activate prior knowledge, find out the main ideas, and formulate question without any reinforcement activity.

2.6 Modified steps of Collaborative Strategic Reading to improve reading comprehension

As stated before that Collaborative Strategic Reading (CSR) is an instructional practice in which cooperative learning and reading comprehension strategies combine with each other and many researchers found that this reading strategy is an effective teaching tool. This reading strategy hopefully can help EFL students that feels bored in translating and answering questions in reading subject. This traditional reading activity will decrease the students' motivation and enthusiasm. Baturay and Akar (2001) state that reading skill may be communicatively and efficiently exercised through one or more of the other skills in order to enhance the motivation of the students and lower the hindrance of the control of the class during the lesson time. In accordance with this belief, it seems that CSR as effective reading strategy can be more effective if it can also improve students' motivation and enthusiasm by modifying the steps of it. The researcher assumes that when the students have high motivation and enthusiasm, their reading comprehension might improve.

In this research, the researcher modified CSR by integrating one of productive skills that is speaking. Apparently, the original steps of CSR only includes receptive skill that is reading. It doesn't provide activities that can make students more active in using English or deliver their idea. Furthermore, CSR is only designed for reading activity. CSR seems to combine reading strategy and reading comprehension in the process of implementation in the classroom.

In order to meet the purpose of the research, CSR here is modified to integrate reading and productive skill. The modification causes the realization of CSR in the classroom different from the original one. The process of implementation of CSR will briefly described below.

1. **Analyzing**

   In the analyzing step, the teachers provide advance organizers about the lesson, and students identify what they already know about a topic. Then, the student are also asked to read and analyze the passage. The students might find some concepts or ideas that do not make sense. The students are also asked to find the most important information in the text. This phase is aimed to know students' prior knowledge and to monitor the students' comprehension of the text.

2. **Discussing**

   In the discussing step, the students are asked to discuss problems they have found in the passage. Then, the students are asked to fix-up the problems. In

the first step, they might find difficult vocabularies, implicit information, or how to find main idea. The students are also asked to formulate questions and answer about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. This phase can help the students to solve their problems that might be found in the first phase. After that, the students are asked to arrange their discussion result to be presented in the next phase.

3. **Sharing**

In the sharing step, the students are asked to deliver about what they have done in the previous steps. The students take turns sharing what they have learned with the class. Many students can share their "best idea" in a short period of time, providing the teacher with valuable information about their level of understanding. The goal of this phase is to teach students to restate the most important point in their own words as a way of making sure they have understood what they have read. Furthermore, this strategy can improve students' understanding and memory of what they have learned. In this case, there will be information exchange by communicating what they have discussed in their group.

This table provides to see the differences between original collaborative strategic reding and the modified one.

Table 2.1 CSR and MCSR

CSR	MCSR	Explanation
1. Preview	1. Analyzing	Analyzing phase includes preview and click activity
2. Click & clunk	2. Discussing	Discussing phase includes clunk and get the gist activity
3. Get the gist	3. Sharing	Sharing includes wrap up activity and state students idea orally.
4. Wrap up		

2.7 Previous study on Collaborative Strategic Reading

During the past few years, a large number of strategy instructions have been recognized in reading studies. Among various reading' strategy approaches, Collaborative Strategic Reading (CSR) rendered by Klingner and Vaughn (1998) has been widely used in different research studies. Many studies on CSR have shown that CSR has an effective impact on reading comprehension of EFL and ESL students. CSR provides the opportunity for readers to apply most of the strategies needed for the reading skill.

To date, most of the studies on CSR have examined the effect of this approach on reading comprehension, but there are some studies which have tried to examine the effect of CSR on other areas of language learning. First, the research that was conducted by Bryant et al., (2000) in Abidin (2012). CSR research has also been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. In a study of 60 sixth-grade middle

school students with varied reading levels in inclusive classrooms, a multi component reading intervention was used to address the range of reading. CSR was used in conjunction with two other research-based strategies: Word Identification and Partner Reading Results revealed that students with low learning abilities significantly improved their word identification and fluency, but not reading comprehension.

Second, the research was conducted by Karabuga and Kaya (2013). This study was aimed to find out the effects of this approach on adult EFL learners' reading comprehension and reading-related problems. 40 prep-class university students, having three hours of reading classes per week, participated in the study and they were labeled into two groups as experimental and control groups. The results revealed that CSR affected the comprehension and reading related problems of adult EFL learners' positively.

Third, the research that was conducted by Fan in 2010. The purpose of this study was to investigate the effect of Collaborative Strategic Reading (CSR) on Taiwanese university students' reading comprehension with reference to specific types of reading comprehension questions. The participants were 110 students from two intact classes who had low-intermediate to intermediate level of English. The findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. However, the statistical analysis did not show that CSR significantly promoted the EFL

learners' strategic reading competence in regard to predicting, making inferences and dealing with vocabulary problems. The findings of the study suggest that implementing comprehension strategy instruction for one semester may help learners adopt some degree of strategic reading behaviours, but it takes long-term efforts and practices for EFL learners to fully develop their strategic reading abilities.

Fourth, the research that was conducted by Wang (2008) in examined the effect of CSR on sixth-graders' reading comprehension and learning attitudes. Sixty-two pupils from two intact classes were divided into a control group receiving the traditional teacher-directed reading instruction and an experimental group of CSR instruction in combination with story retelling strategy training for fifteen weeks. Multiple measures were used in this study. They consisted of a questionnaire of English learning background, pre-tests and post-tests of reading comprehension, five post-tests administered after reading stories, a story reading post-test which students had not ever read in the class and a questionnaire of students' attitudes towards the intervention. It was reported that modified CSR approach was effective in fostering her six-graders' overall reading comprehension and understanding of the meaning of the stories, and that it increased their English learning motivation.

Fifth, the research that was conducted by Huang (2004) investigated the feasibility and efficacy of CSR in inquiry-based pedagogy to improve high school students' strategic reading and develop their critical thinking ability. This study involved 2

classes of 42 EFL learners. The quantitative findings derived from researcher-made periodic achievement tests showed that the CSR group did not significantly outperform the control group. However, qualitative data analysis of the post-reading writing samples indicated that CSR was facilitative in developing students' critical thinking and writing ability in terms of content and idea exploration. In addition, a majority of the participants self-reports from the post-intervention questionnaire considered that CSR was an effective method to promote their autonomous learning and social skills.

Sixth, the research that was conducted by Klingner, Vaughn and Schumm (2000) in Abidin and Riswanto (2012) implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the control group on comprehension. In a subsequent study, fifth-grade students were taught to apply CSR by trained classroom teachers during English as a Second Language (ESL) Science classes. It was shown that the students significantly increased their vocabulary from pre- to post-testing. Furthermore, students in CSR groups spent greater amounts of time engaged in academic-related strategic discussion and assisted one and another while using CSR.

2.8   Theoretical assumption

Based on some previous studies, it can be assumed that CSR affects students' reading comprehension. In CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as, charts, pictures and diagrams. On the contrary, there are some

findings of previous study that found the use of CSR is not effective to improve reading comprehension. Related to this case, by considering the success of implementation CSR in some previous researches, in this case the researcher wanted to modify the Collaborative Strategic Reading by adding an activity. There are some researches that showed reading will be more interesting, motivating, and effective for the students if it is implemented through other skills. Thus, the modified CSR proposed by the researcher is that analyzing, discussing, and sharing.

2.9 Hypothesis

The following hypotheses were proposed in order to answer the stated research questions.

(1) For the first research question, the hypothesis was:

There is a significant effect of CSR and MCSR for students' reading comprehension.

That is the theoretical framework of this research. Then, the next chapter will deal with the methods of this research.

III. RESEARCH METHODS

This chapter presents the setting, research participants, research design, variable, data collecting techniques, research instruments, try out of the instruments, and data analysis.

3.1 Setting

The research was conducted at SMA Negeri 13 Bandar Lampung which is located at Padat Karya Street Sinar Harapan Rajabasa Jaya, Bandar Lampung. The research was done in eight meetings and conducted at second semester of academic years 2016-2017.

3.2 The Population and Sample

The population of this study was the second semester students of of SMA Negeri 13 Bandar Lampung. The researcher conducted the research in certain students. The researcher used two classes as the sample of the research. The sample consisted of two classes. They are class X-3 and class X-7, both of them were the experimental classes.. The number of students in X-3 was 36 students and X-7 was 36 students.

Further to this, a process of purposive random sampling was applied to the selection of the experimental groups to ensure that members of the two groups were homogeneous in their skills and capacities before the intervention took place.

3. 3 Research Design

This research used both quantitative and qualitative method. Quantitative method was used to answer the first and second research question. On the other hand, qualitative method was used to answer third research question. For first research question, it was intended to investigate the effect of implementing the original and the modified collaborative strategic reading to students' reading comprehension achievement. It was a quantitative research based on the experimental groups. It can be found by seeing the result of reading test before and after the treatment. In addition, it was a quantitative study which used the two groups pretest-post test design. The two classes were selected; in this case, both of two classes were experimental classes. Referring to Setiyadi (2006: 143), the design can be presented as follows:

$$T1 \ X1 \ T2$$

$$T1 \ X2 \ T2$$

Notes:

T1 : pretest

T2 : posttest

X1 : treatments (MCSR technique)

X2 : treatments (CSR technique)

In both experimental classes, the CSR and the MCSR were applied as the treatment. In the experimental class one, the researcher applied CSR meanwhile in the experimental class two, the researcher applied MCSR. In this case, both of those two techniques were used in teaching reading comprehension in different topics in every meeting. The pre test had done to measure students' prior knowledge before the treatments. The post test had done to measure students' subsequent knowledge after the treatments.

In this research, the researcher compared the significant increase between pre test and post test both in the experimental class one and experiment class two. After gaining the result, the researcher analyzed which are: CSR or MCSR increase students' reading comprehension better.

Then, to answer the second research question, this research used quantitative one because its aim was to find out the reading aspect that mostly increased after being taught by using MCSR. To find out the reading aspect that mostly increased, the researcher carried out reading test. Moreover, to answer the third research question, this research used qualitative one because its aim was to find out the students' perceptions about MCSR. To find out the students' perception about MCSR, the researcher conducted interview.

3.4. Variables

There were two variables used in this research. They were independent and dependent variables. The independent variables were original Collaborative Strategic Reading (CSR) and Modified Collaborative Strategic Reading (MCSR)

and the dependent variables are students' reading comprehension ability and students' perceptions.

3.5 The Data Collecting Techniques

The technique of collecting data used test and non test technique. Test was used to obtain result of students' reading comprehension, while non test in this case interview and questionnaire were used to gain information of students' perception through the implementation of MCSR.

The data were collected to answer research questions of the research. There were three research instruments utilized in the research, namely test, interview and questionnaire. From those instruments, the data collections would be analyzed to determine whether or not Modified Collaborative Strategic Reading (MCSR) or Collaborative Strategic Reading (CSR) could improve students' reading comprehension better. In addition, data of students' perception about the implementation of MCSR would be gained from the interview and questionnaire.

3.5.1   Test

To examine improvements in students' reading comprehension after the implementation, the researcher administered tests. These tests consisted of a pre-test conducted before the implementation to measure students' initial reading comprehension ability and post-tests each in the end of the research to measure improvements in the students' reading comprehension after the implementation have been completely given. The assessment would be in the

form of multiple choices with five alternatives, 40 items for the pre-test and post-tests. The data was gathered from the tests and it was reported in the form of students' reading comprehension scores.

The materials covered in these tests referred to the ones in accordance with the Content Standards concerning reading Narrative texts for the first grade senior high school students in the second semester. Test prototypes were developed and consulted with expert judgement. Then, they were tried out before they were used in data collection. Later, the results of the try-outs were analyzed by using ITEMAN 3.00. These steps were done for the purposes of ensuring validity and reliability of the instrument and its quality in terms of item facility, item discrimination and distractor efficiency of each item comprising the instrument.

3.5.2   Interview

Semi-structured interviews were conducted to reveal the perception of the research members concerning the MCSR. These interviews were conducted following interview guidelines prepared to interview the students. The interviews were conducted after the implementation had been completely implemented. The data obtained would be recorded in interview transcripts. The interview guidelines were adopted from Zoghi (2010), and it was aimed to find out students' perception about the implementation of MCSR. Hence, the researcher conducted the interviews in Bahasa.

3.5.3 Questionnaire

In exploring the third research question, the researcher distributed questionnaire consisting of 10 items. The questionaire was adapted from the theory of CSR by Klinger and Vaughn in 1987, and it was aimed to find out students' perception about the implementation of MCSR. This questionnaire was given to students who were in Experimental group.

3.6 Validity and Reliability of the Research Instrument

The researcher validated the data collected in this research in relation with qualitative and quantitative data in order to ensure research findings.

3.6.1 Validity and reliability of the Quantitative Data

Regarding the quantitative data, the only instrument employed to collect the data was tests.

a. Validity

In this study, the researcher used content validity and construct validity. Content validity emphasizes on the equivalent between the material that has been given and the items tested. Simply, the items in the test must represent the material that has been taught. Thus, the reading materials covered in the test prototypes were taken from the Standard of Competence (SK) and the Basic Competence (KD) of the School-Based Curriculum (KTSP), which regulates English instruction at schools in Indonesia, for Grade ten students in the second semester on the reading skill. While content validity dealt with the objective of the learning. Related to this study, the test items involved the five aspects of

reading; namely identifying main idea, identifying details, determining inference, understanding vocabulary, and reference.

Table 3.1Table Specification of Reading Comprehension Try-out Test

No	Reading Comprehension Test	Item Number	Total Items
1.	Determining main idea	2, 6, 9, 10, 14, 15, 33, 36, 42, 47	10
2.	Identifying specific Information	1, 11, 21, 22, 24, 26, 31, 37, 38, 39	10
3.	Reference words	3, 5, 13, 17, 18, 23, 30, 32, 46, 49	10
4.	Inference words	4, 7, 12, 16, 25, 28, 29, 35, 40, 45	10
5.	Vocabulary	8, 19, 20, 23, 27, 34, 41, 43, 44, 50	10
	Total		50

After that, the test prototypes were consulted with expert judgment, which in this case they were consulted with the English teacher with whom the researcher conducted the research. Revisions after consultation with expert judgment included consistency in the form of A, B, C, D, and E written in each test prototype; and revisions related to some spelling errors as well as some

errors in sentence structures and grammar made in the test prototypes, and revisions related to some spelling errors as well as some errors in sentence structures and grammar made in the test prototypes.

Then, the test prototypes were tried out to other students having the same characteristics as those of the students in the research subjects. The results of the test try-outs were analyzed in terms of item indices and reliability of the test prototypes using ITEMAN 3.00.

b. **Reliability**

In relation to the reliability of the quantitative data, this study was employed internal consistency through Cronbach's alpha to indicate the reliability. Information about reliability in the analysis result using ITEMAN 3.00 is indicated in Alpha of the scale statistics.

3.6.2   Validity and reliability of the Qualitative Data

Accounting for validity and reliability in qualitative research projects looks quite different from quantitative projects. Reliability is an examination of the stability or consistency of responses. To increase the consistency and reliability of a project, document all procedures, and if possible set up a detailed protocol. Other reliability procedures include (Creswell, 2009):

1. Check transcripts for obvious mistakes

2. Make sure there is no drift in definitions of codes or applications of them during the coding process.

3. If working with a team coordinates and document communication from meetings.

4. Cross-check codes with different researchers by comparing results that are independently derived.

Qualitative validity is based on determining if the findings are accurate from the standpoint of the researcher, the participant or the readers Creswell, 2009: 190). For more details, search for literature about trustworthiness, authenticity and credibility of data analysis. Procedurally, a researcher can check for the accuracy of the findings by employing a combination of multiple validity strategies: triangulation; member checking; rich, thick description; clarify researcher bias; include negative or discrepant information; spend prolonged time in the field; use peer debriefing; use an external auditor.

In relation to reliability of the qualitative data, the researcher employed triangulation to obtain the trustworthy of the data collected.

3.7   Data Analysis

As the data collected in this study were both qiantitative and qualitative, the researcher analyzed the data into statistical analysis and qualitative way of data analysis. To answer the first and second research question concerning with whether there was a difference on both the students' reading comprehension before and after being taught through MCSR would result in the positive effect on the students' reading comprehension, the resercher analyzed the statistical analysis by doing the following steps:

1. *Scoring pre-test and post-test*

2.	*Tabulating the result of the test and calculating the mean of the pre-test and post-test*

3.	*Calculating the significant difference of the test by comparing the means of the pre-test and post-test*

4.	*Drawing conclusion from the data*

3.8 Research Procedure

The researcher used the following procedures in order to collect the data:

1.	*Determining the research problem*

	The main problem of this research was which are CSR or MCSR that is better to improve students' reading comprehension achievement.

2.	*Determining research subjects*

	The population of this research was the second grade of SMA Negeri 13 Bandar Lampung students in 2016/2017 academic year. The researcher took two classes, both of the classes as the experimental classes.

3.	*Observation*

	In the observation stage, the context, implementation, and opinions of the students and the English teacher were documented.

4.	*Interview with the English teacher*

	Semi-structured interviews were conducted to reveal opinions and expectations of the research members concerning the research conduct. These interviews were conducted following interview guidelines prepared to interview the students and the teacher collaborator.

5. *Selecting the material*

   The material of this research was Narrative text based on KTSP for senior high school students at grade ten.

6. *Administering the try-out test*

   This test was conducted before the pre-test was administered and was intended to determine the quality of the test used as the instrument of the research and to determine which item should be revised or dropped for the pre-test and the post-test. This test consisted 40 items of multiple choices with five options and one of them was as the correct answer from narrative text.

7. *Administering the pre-test*

   The pre-test was administered in order to find out the students' reading comprehension entry point before they were given the treatments in the experimental class. This test also consisted of reading comprehension of multiple choice tests taken from narrative text. Each test item was determined after the try-out test had been administered. From that try-out test, the researcher would know which items of the test had be taken, revised, and dropped for the pre-test.

8. *Conducting treatments*

   In this research, the treatments were conducted in three meetings which took 2 x 45 minutes for every meeting in the experimental class.

9. *Administering post-test*

   This test was conducted in order to find out the students' reading comprehension achievement after they had some treatments. That test consisted

of reading comprehension of multiple choice tests taken from narrative text. Each test item could be determined after the try-out test had been administered. From that try-out test, the researcher would know which items of the test had be taken, revised, and dropped for the post test. This post test was administered in 60 minutes.

10. *Analyzing the data*

In this step, the researcher drew conclusion from the tabulated results of the pre-test and the post-tests that have been administered.

Those ten things, starting from determining the research problem until analyzing the data, were the whole procedures in administering this research.

3.9 Hypothesis Testing

The data were collected then were analyzed to determine whether there was significant difference effect in CSR class and MCSR class. This study used Independent Group T-test in comparing the average gain scores of CSR class and MCSR class. Meanwhile, Repeated Measure T-test was used to investigate the reading aspect mostly increase after being taught by using MCSR. The significance level was in 0.05 even the hypothesis was approved if sign <p. Therefore the probability of error in the hypothesis was only about 5%.

This chapter has explained nine components namely: setting, population and sample, research design, research variable, data collection technique, research instrument, data analysis, research procedure and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the English teachers and the other researchers who want to conduct the research about modifying collaborative strategig reading to improve students' reading comprehension.

5.1. Conclusions

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher draws to these following conclusions:

1. The modified collaborative strategic reading (MCSR) has benefits for students' reading activities since it can improve students' reading comprehension rather than collaborative strategic reading (CSR). MCSR provide learners with the reading activities (analyzing, discussing, and sharing) as strategy to carry out learning goals, and regarded as reading activity that can make students enthusiastic with variative reading activity.

The other benefits is that students have productive skill after they have receptive skill.

2. The modifiying CSR can improve students reading comprehension especially in determining inference aspect. Sharing step in MCSR gives advantages to the students to draw inference.

3. The students like the sequence of MCSR activities. The narrative text can be more easier to comprehend. Reading narrative text using MCSR makes students have new reading activity, so they can leave their traditional reading activity.

5.2. Suggestions

Related to the problem of this research and the information from the discussion of this research, the researcher would like to suggest:

Suggestion for the teacher:

1. The findings of the current study have implications for teachers and educators regarding to teach English as foreign language in particular and education in general. Teachers can help learners use some different reading strategy for teaching reading comprehension.

2. This study provides further evidence for the benefits of collaborative strategic reading and integrated skill. The findings have confirmed that reading

achievement could be developed through interesting strategy in reading activity. Teachers can help learners to apply some reading strategies in improving their reading motivation to improve their reading comprehension achievement. In other words, teaching reading use MCSR has produced good results in their achievement.

Suggestion for further research:

1. Since in this research the CSR is modified to be appropriate to teach reading comprehension integrately. It seems that it will be much better for the future research to investigate the process of modification.

2. To see the comparisson between CSR and MCSR deeper, it is suggested to compare the aspect od reading in both classes.

3. As this study is only about the students' perception about MCSR, more research should carry out study by adding other instument to investigate the implementation of this technique itself in order to find out whether or not the implementation runs well.

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