THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMKN 1 TERBANGGI BESAR

(Undergraduate Thesis)

By

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
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ABSTRACT

THE USE OF COLLABORATIVE STRATEGIC READING TO IMPROVE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMKN 1 TERBANGGI BESAR

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Porti Rosenna Br Manjorang

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 Vocational 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 was intended to find out whether there was 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 was implemented in teaching reading.

This research was conducted at the tenth grade students of SMKN 1 Terbanggi Besar in academic year 2020/2021. 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; X AK 2 as the tryout class and X AK 1 as the experimental class. The data were collected using reading comprehension test in form of multiple choices with four alternativeanswers. The hypothesis was tested using repeated measure t-test.

The result showed that the students' mean score of pre-test was 52.17 and their score of post-test after the implementation of CSR was 76.15, in which the gain was 23.98. 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 52 points from 83 to 135. 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.

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Faculty of Teaching Training and Education

FACULTY OF TEACHING TRAINING AND EDUCATION
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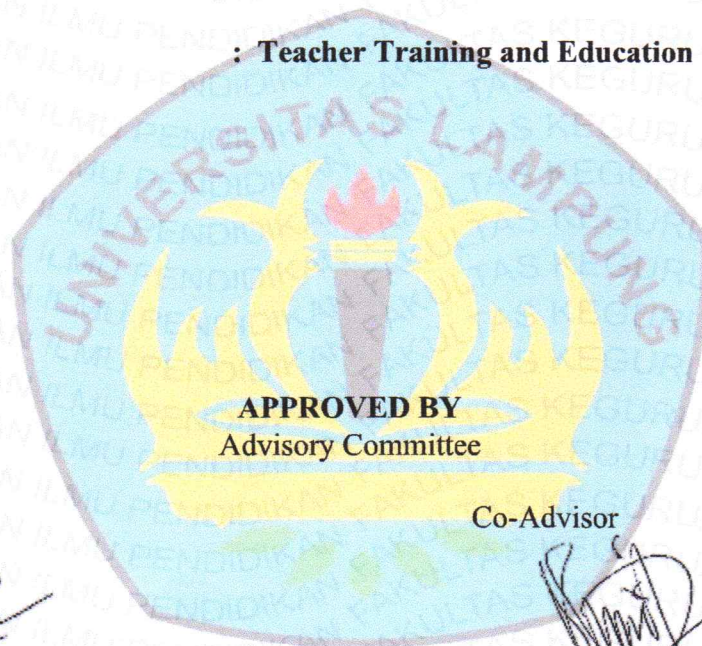
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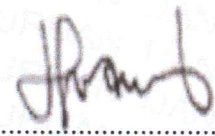**Dr. Nurlaksana Eko Rusmlnto, M.Pd.**
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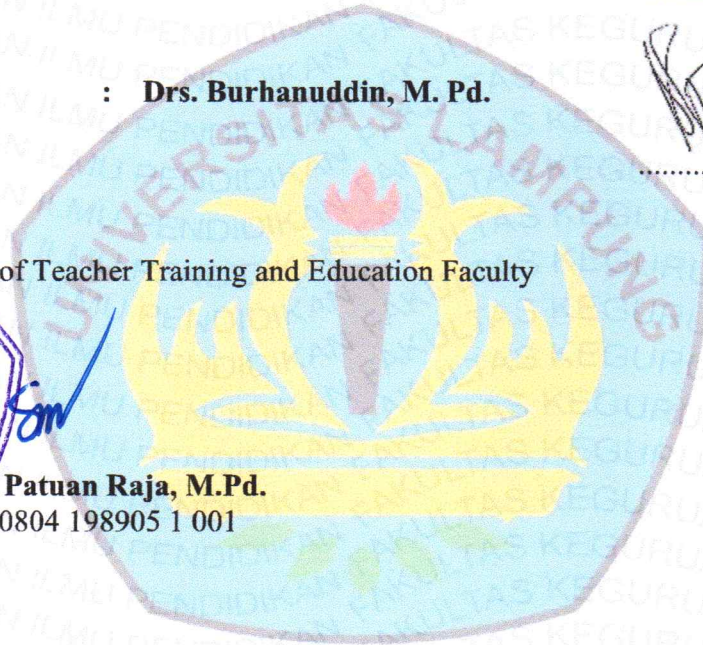   Examiner   : **Gede Eka Putrawan, S.S., M.Hum.**

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 08 September 2021
Yang membuat pernyataan,

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CURRICULUM VITAE

The researcher's name is Porti Rosenna Br Manjorang. She was born on Desember 24, 1999 in Nagara,Kabanjahe. She is the youngest daughter of Boksen Simanjorang and Nurliana Br Butar-Butar. She has one older brother, Adi Susanto Simanjorang, three older sisters, Karsito Br Manjorang, Marsita Br Manjorang and Emma Sariati Br Manjorang, and one younger brother, Putra Apollo Simanjorang.

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DEDICATION

With love and appreciation, this script is proudly dedicated to:

My lovelyfather, Boksen Simanjorang, who always love me, pray for me, and give me encouragement.

Light of my life, Nurliana Br Butar-Butar,who always support me, gives me love, and prays for me every time.

My beloved brothers : Adi Susanto Simanjorang and Putra Apollo Simanjorang

My beloved sisters: Karsito Manjorang, Marsita Manjorang, and Emma Sariati Manjorang

My friends in English Education Study Program batch 2017.

My almamater, University of Lampung.

MOTTO

"I can do all this through him who gives me strength"

Philippians 4: 13

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Praise is only for Allah, the Almighty God, for blessing the author with health, determination, and perseverance to finish this script. This script with respect to "The Use Of Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension at the Tenth Grade of SMK N 1 Terbanggi Besar" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree. Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

1. Her beloved parents, Boksen Simanjorang and Nurliana Br Butar-Butar for their support and help.

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Finally, the author believes that her writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers and to those who want to conduct further research.

Bandar Lampung, 08 September2021
The writer,

Porti Rosenna Br Manjorang

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Page

I. INTRODUCTION

This chapter discusses some points which contain the reasons why the researcher was interested in doing the research about improving students' reading ability through Collaborative Strategic Reading. Those points were 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

In English Language there are four basic skills; those are listening, writing, speaking, and reading. In learning English, one of main skills that the student needs to acquire is reading. The purpose of teaching reading is to make the students able to read the text effectively. Therefore, students can get the information from the text they read and learn not only to understand the structure of the texts but also to comprehend the content of the texts. According to Harmer (2001) the reading skills should be acquired by students. They need to be able to scan a text and skim a text to get general idea of the text that they read. Both teachers will expect them to be more utilitarian with literary work when reading comprehension.

McDonough & Christopher (1993)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 language skill for students, this is true because reading has many complex components. According to Nuttal (1985) there are five aspect of reading, 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 or object.

In comprehending the texts, the readers need to prepare themselves byknowing some skills that they can apply while they are reading so that goal of reading can be achieved. McNeil (1980) explains about some specific comprehension skills that can help the reader in reading activity, they are: understanding sequence, interpreting sentence, interpreting meaning through punctuation, recognizing main idea in the paragraph, drawing logical conclusions, and obtaining meaning of words through text.

Regarding Teaching Practice Program (PPL), it was found that there were many students at SMKN 1 Terbanggi Besar had difficulties in comprehending the text and answering the questions based on the text given

when they practiced reading exercises in the classroom.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 the reading test because they could not understand what they have read. The statement were supportedby Agustiara (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.

To overcome this crucial problem, the researcher thought that the role of teacher was very important to 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 was absolutely sure to become a solution of this problem. Learning through collaboration makes the students attempt to learn something together. Through collaborating, the students were 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 were 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 &

Vaughn (1998) state that CSR is a collaborative strategy that teaches students to use the comprehension strategies while working cooperatively.

According 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.

Regarding the issue above, a lot of researches have conducted for finding the effect of Collaborative Strategic Reading (CSR) technique in teaching English especially in teaching reading. A research Conducted byPuspita (2012) at the second grade of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012. 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 were more active during teaching learning process, (4) they were more responsible to do the task.

Conducted by Susana et al. (2020). This research was to improve students' reading comprehension using Collaborative Strategic Reading. The method

used in this research was experimental research with one group pre-test posttest design. Data collection techniques were tests and observation. Data analysis technique used was Paired sample t-test.The result showed that the average value of the post-test reading comprehension was higher than the results of the pretest reading comprehension (81,250> 51,875). In addition, the significance value obtained was 0,000 or the significance value was smaller than the significance standard of .0.05 (sig <0.05). Thus, it indicates that Collaborative Strategic Reading (CSR) learning model could improve reading comprehension students of English Education in Islamic University of Malang.

In reference to the description above, the researcher was interested in applying CollaborativeStrategy Reading in teaching reading narrative text to improve students' reading comprehension at the tenth grade of SMKN 1 Terbanggi Besar because the students' reading comprehension was still insufficient. Presumably, CSR was suitable strategy that could help the students to comprehend the text well. The researcher also had a thought in assuming the theories that CSRwas gave opportunity for the students to understand deeper about the text easily. Besides to produce students' comprehension, by applying this strategy was expected to made the students more active,they easily share idea with other students and they easly to comprehend the text well. It was hoped that this strategy can overcome the students' problem in reading.

Based on the problems and reasons above, the researcher would like to found out significants differencesof students' reading comprehension and the researcher would like to found out about what aspect that improves the most after being taught by CSR in reading comprehension.

1.2 Formulation of the Research Question

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

1. Is there any significant difference of students' reading comprehension ability after being taught by using CSR at the tenth grade of SMKN 1 TerbanggiBesar?

2. Which aspect of reading comprehension improves the most after being taught by using CSR in teaching reading at the tenth grade of SMKN 1 TerbanggiBesar?

1.3 Objectives of the Research

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

1. To found out whether there was a significant difference of students' reading comprehension ability after being taught by using CSR at the tenth grade of SMKN 1 Terbanggi Besar.

2. To found out which aspect of reading comprehension improves the most after CSR was implemented in teaching reading at the tenth grade of SMKN 1 Terbanggi Besar.

1.4 Uses of the Research

The uses of research were:

1. Theoretically

   This research was expected to support the theories of the implementation of Collaborative Strategic Reading(CSR) technique in teaching and learning reading.

2. Practically

   a. Researcher

   The result of this study gave information whether the researcher's strategy was successful in improving student's understandingofreading comprehension or not.

   b. For the teachers

   The result of the study could be used as a consideration in applying collaborative strategic reading (CSR) in their classroom in teaching student's reading comprehension.

   c. Students

   The result of the study could recommend for a better solution for student who has a problem in comprehending narrative text by using collaborative strategic reading (CSR).

   d. For Institution

   The result of this study to provide proof and belief that this research is really successful and can be applied.

e. For Curriculum designer

The result of this study to provide proof and belief that this research was truly successful and can be applied and used in more effective learning.

f. For Decision Maker

The result would be help decision maker to be able to distinguish which learning strategies were more effective to apply to students.

1.5 Scope of the Research

This research wolud used quantitative approach. It would be focused to investigate and found out whether there was a significant improvement in students' readingcomprehension ability after the implementation of Collaborative Strategic Reading method. The subject of this research was the students in the tenth grade at SMKN 1 Terbanggi Besar. The type of text which would be used in this research is narrative text. This type of text was chosen since it includes in the English syllabus for tenth grade of vocational high school.

1.6 Definition of Terms

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

1. **Reading** is the ability to understand and comprehend the written text byusing 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 understandingvocabulary.

2. **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).

3. **Narrative text** is a kind of text to retell the story based on the plot whichis 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.

4. **Improvement** is the increasing score which is taken from the comparison of pre-test score and post-test score as the result of theimplementation.

II. LITERATURE REVIEW

This chapter elaborates theories which support this script. They were classifying like the following: review of previous studies, concept of reading, aspect of reading, narrative text, Collaborative Strategic Reading, procedure of CSR in teaching reading, advantages and disadvantages of CSR, theoretical assumption, and hypotheses.

2.1 Review of Previous Studies

There were several studies by using CSR. The First study investigated byRiani(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 studied done by Karabuga and Kaya in 2013 entitled "The Effectiveness of CSR on EFL Students' Reading Comprehension". The subject oftthe research was 40 students of Kahramanmaras Sutcu Imam University. There were 21 students in experimental group and 19 students in control group. In experimental group the researchers use Collaborative Strategic Reading (CSR) and for the control group the researchers use lecturing strategy. The researchers carried out a quantitative research to find out the improvement after using Collaborative Strategic Reading on EFL students' reading comprehension. Firstly, the researchers were conducted pre-test for the both of group (experimental group and control group). The reseacherscould be concluded that collaborative strategic reading has affected positively towards students' reading comprehension and improve their score.

The third study using CSR was done by Odetoun (2016). This study was carried out to determine the effectiveness of collaborative strategic reading and whole language approach on reading comprehension performance of primary school children with learning disabilities in Oyo state Nigeria. Seventy eight pupils participated in the study; they were between ages nine and eleven. Five hypotheses were generated and tested at 0.05 level of significance, convenience sampling technique was used to sample participants. The study was carried out in ten weeks. A pre test post test

control group quasi experimental design with a 3 x 2 factorial matrix was adopted for the study. Analysis of covariance and t-test statistics were used to analyse the data collected. The five null hypotheses were rejected because there was significant difference in treatment effect across treatment groups and gender. It was hereby recommended that collaborative strategic reading should be employed to teach reading comprehension in Nigerian primary schools.

Another study was conducted by Handayani (2018). The Researcher showed that the eleventh grade students of SMKS Mutiara Ilmu Makassar got score on pre-test with the mean score 53.25 which was classified as adequate to fair. The result of the data analysis indicated that there was a significant improvement in the students' reading comprehension after being taught using Collaborative Reading Strategy. Based on the result of analysis, the researcher concludes that using Collaborative Reading Strategy was effective in teaching reading at the second grade students' of SMKS Mutiara Ilmu Makassar.

The last study was conducted bySusana et al. (2020) This research was to improve students' reading comprehension using Collaborative Strategic Reading. The method used in this research was experimental research with one group pre-test posttest design.Data collection techniques are tests and observation. Data analysis technique used was Paired sample t-test. The result showed that the average value of the post-test reading comprehension was higher than the results of the pretest reading comprehension (81,250>

51,875). In addition, the significance value obtained was 0,000 or the significance value was smaller than the significance standard of .0.05 (sig <0.05). Thus, it indicates that Collaborative Strategic Reading (CSR) learning model could improve reading comprehension students of English Education in Islamic University of Malang.

Considering the previous research above, it could be found that the similaritasof the present research with the five studies above which using CSRtechnique in reading comprehension to deliver the material. However, their research produced different results are recognized as: first, the results of the students indicated that CSR strategy improved the quality of the language practiced and improved the motivation in learning English. Second, collaborative strategic reading has affected positively towards students' reading comprehension and improved their score. Third, the results of the research there was significant difference in treatment effect across treatment groups and gender.Fourth, the result of the data analysis indicated that there was a significant improvement in the students' reading comprehension after being taught using Collaborative Reading Strategy. The last, it indicates that Collaborative Strategic Reading (CSR) learning model could improved reading comprehension students of English Education.

In conclusion, CSR could be used as an appropriate strategy to improve the ability. Therefore, considering the explanation above, the researcher investigated whether there would a reading comprehension ability after

being taught by using CSR strategy and investigate what aspect of reading comprehension improve the most after being taught by using CSR strategy.

2.2 Review of Related Literature

According by Dallmann & Martha (1982) argue that "Reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author." Then Fries, as quoted by Dallmann & Martha(1982) argue that reading is the process of learning to read in one's native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals.

In addition, Dechant(1982) stated that reading classified definitions into those that define reading as interpretation of experience and those that define reading as interpretation of graphic symbols, and discussed the importance of the sign system, decoding, semantic and language structures. Dechant concluded that reading is clearly a process which is complete only when comprehension is attained and reading is the process of giving the significance intended by the writer to the graphic symbols by relating them to one's own fund of experience.

2.2.1 The Concept of Reading Comprehension

In English Language there are four basic skills that students must master, one of those skills is reading. Reading is one of integrated

skill in English, with reading we can get a new information and probably we can also transfer that information to others by reading some kind of text, by reading we can also know about how is our comprehension skill toward text.

According to Grabe & L, (2002), 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) 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.

According to Kennedy (1981:192) states that reading comprehension is a through which reader becomes aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction. Reading just not transferring the symbols printed from page to the brain but the readers have to comprehension the content of the reader read.

Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In other word, their reading

is not useless. Howell (1993:183) states that reading comprehension is an interactive process through which the reader uses code, content analysis, prior knowledge, and vocabulary to understand the text.

In foreign language, reading was like a comprehension that teachers simply expect learners to acquire. Basic beginning level textbooks in a foreign language presuppose a students' reading ability if only because it was a book that is the medium. Reading arguably, is the most essential comprehension of paramount importance as we create assessments of general language ability (Brown, 2001). From the descriptions above, we know that reading comprehension is the ability to understand the meaningfull of the text. Reading comprehension is a process of visualizing, understanding, interpreting of information to get the text.

2.2.2 Aspects of Reading

Theoretically, according to Nuttal (1985)there were five reading aspects which help the students to comprehend the English text well, they were: main idea, specific information, references, inferences, and vocabulary. By comprehending the reading text, the students would recognize the purpose and the important points of the text besides understanding the surface meaning of the text. In order to improve students' achievement in reading comprehension, teacher should be able to found a suitable technique in teaching 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. Seggretto (2002) 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 Seggretto (2002), 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.

   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.

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 byWhother(1986)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), specific information has some elements, they   specific information of the character, specific information of the setting, specific information of plot, and specific information of cause effect. These elements were 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.

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).

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).

d. Specific information of cause effect. Cause is an action that makes something else happen, effect is a result of that action.

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 toGraesser et al. (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.

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.

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. d. Inferring Comparisons. These aspects infer likenesses or differences among characters, events, or places not explicitly compared in the text.

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, M. (2009) 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.

5. Vocabulary

Theoretically, vocabulary is all the words which exist in a particular language or subject. In vocabulary, there are content and function words. Contents 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.

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.

2.2.3   Narrative Text

The text classification may differ from one theory to another. According Derewianka(2003), she states that the various reading text is divided into a number of genres. The genres are identified as critical to success in educational contexts through an examination of syllabuses, textbooks, student texts and assignments, and the language challenges posed by the school curriculum. Those genres are description, information report, procedure, recount, explanation, narrative, response genres, and exposition. They were divided based on generic structure and language feature dominantly used as well.

In this research, the researcher tends to concern more about narrative text. The reason why the researcher chooses this kind of text is because it was used in the curriculum, and mostly students were

found getting difficulties in comprehending the content. The narrative text itself has a definition as a text that tells astory. It is purpose was to inform or to entertain the audiences. Narrative text a genre of functional text. Genre is specific style that used in written, art, film or music. Genre is as a staged, goal oriented, purposeful activity in which speakers engage as members of four culture. Narrative text is a text which contains an imaginative story. Narrative text contains fiction, non – fiction, fairy tales, and folklore. The purpose of narrative text is to entertain and attract the attention of the reader. However, narrative text can also be used to teach, inform and change the readers thought or behavior, based on the statement (Iwuk P, 2007).

According to Pardiyono (2007) 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. Fairytale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g. Cinderella, Pinocchio, and 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, "Myname isSnow 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.

Example of narrative text:

Orientation: 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 manwho 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.

Complication: 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.

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.

Resolution: 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.

2.2.4   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 et al., 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 lesson are effective and

lead to successfulness 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 were many strategies of teaching reading and one of them was CSR.Palincsar & Brown (1984) stated that CSR is a strategy used to teach students comprehending the text while working cooperatively.

2.2.5   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 & Vaughn (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 et al., (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 was 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 were combined into CSR concerning to the four strategies which were 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 found the main idea in of each section of the text while they were reading. The fourth strategy, Wrap-up, asks the studentsto answered the question about the material after reading (Klingner & Vaughn, 1998).

Thus, it could be assumed that CSR was 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.

Here were some purposes of Collaborative Strategic Reading. According to Abidin, "The goals of Collaborative Strategic Reading are to improve reading comprehension and increase conceptual learning in ways that maximizestudents involvement". It means that Collaborative Strategic Reading was designed to maximize students engagement and help students to be successful in improving their reading comprehension. It is in line with Klingner et al, who state that "Collaborative Strategic Reading was design to facilitate reading comprehension to students with reading, learning, and behavior problem included in general education classroom. In addition, Klingner et al also state that:Collaborative Strategic Reading helps students learn specific (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating question and reviewing key idea (*wrap up*). Collaborative Strategic Reading also provides students play a critical role associated with effective functioning of the group and the implementation of strategies.

2.3 The Advantage and Disadvantages of CSR

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

2.3.1   The Advantages of CSR

There were some advantages of using CSR as a strategy to teach reading.Klingner 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 could 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 could improved the quality of discussions, and enhance students' abilities to help each other in comprehending the text, particularly with unknown vocabulary.

2.3.2 The Disadvantages of CSR

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

The weakness was showed when CSR was 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.

Briefly, in the teaching learning activities, every single method or media always has the advantages and disadvantages. It is truly natural, but CSR has more advantages then disadvantages. Because of that the reseacher used this meda in this research.

2.4 Procedure of Using Collaborative Strategic Reading

According to Klingner & 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 strategieswas taught separately. Preview was used before reading the entire text for the lesson. The other two strategies, click and clunk and get the gist, were used many times while reading the text, after each paragraph or two. Meanwhile, wrap-up was used after reading the entire the text for the lesson. Those strategies are explained as follows:

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?*.

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 & 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 click, 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.

c. Get and Gist

Get the gist is practiced during reading to find out the main idea of the text. Klingner & 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.

d. Warp-up

Students learn to "warp-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 follows:

a) What do you think would happen if …?

b) What do you think caused … to happen?

c) What other solution can you think of for the problem of …?

d) What are the strengths (or weaknesses) of …?

e) How were … and … the same (different)?

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 & 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.

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*.

2.5 Theoretical Assumption

Students' reading ability can be developed through various strategies. One of reading abilities for the students was identiying the aspect of reading (e.g. main idea, specific information, inference, reference, and vocabulary).

Considering the discussion above, the researcher believes that CSR was 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 would help the students to identify the aspect of reading in the texts.

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

2.6 Hypotheses

Concerning the theories and theoretical assumption above, the hypothesis could been formulated as follows:

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

H_0:there is no 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 were used in this research. They were 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,andhypothesis

III. METHODS OF THE RESEARCH

This chapter elaborated the methodology of the research,such including population and sample,research design, data collecting techniques, research instruments, scoring system, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

In conducting this research, the researcher used a quantitative research by applying *One Group Pretest-Posttest design*. This design would been 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 was a research design where one group of participants was pretested on the dependent variable and then post-tested after administering the treatment.

This research was conducted in five meetings. One meeting was for 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 given treatment (X) to teach reading by using CSR in order to improve students' reading comprehension. The last, one meeting was forconductedpre-test (T1), and posttest (T2) was

given after implemented CSR and to measure how far the students' improvement of reading ability after they got the treatments

The research design could been represented as follow:

T1	X	T2

The formula can be further illustrated as follows:

T1 refers to Pre-test

X deals with treatments (Using CSR)

T2 relates to Post-Test

(Hatch & Farhady, 1982a)

3.2 Population and Sample

The population of this research was the tenth grade students at SMKN 1 Terbanggi Besar in the 2021/2022 academic year. The tenth grade students were divided into 11 clases, 3 clases were accounting classes, 3 classes were office classes, 3 classes were marketing classes and 2 classes were computer classes. Meanwhile, The sample were the students in X accounting 1 class which consists of 26 students. The sample was choosen by using random sampling so that all the population class has the same opportunity to be research sample.

3.3 Data Collecting Techniques

The researcher used test to collect the data of this research. The test was divided into pretest and posttest. Here were the following:

1. **Pre-test**

    Pre-test would be conducted in order to measure the students' reading comprehension ability before achieving the treatments. The test would be multiple choices in which the students were asked to answer 30 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 would be administered. Posttest would be given to measure how far the students' improvement of reading ability after they got the treatments. This test consisted of 30 items of multiple choices with four alternative answered and would been done at 60 minutes. The test which would be used in post-test was same with the test in pre-test, but in the post test the questions would be arranged randomly.

3.4 Research Instruments

The instrument in this research was reading test. Reading test were provided to check the comprehension of the students in reading. Pretest would be conducted to measure the students' reading ability in comprehending the text before the treatments. Posttest would be conducted in order to found out how far students' improvement in reading comprehension after conducted the treatment by using CSR. The test contained of five aspects of reading, such as: main idea, specific information, inference, reference, and vocabulary. The test consisted of 30 items in multiple choice (a, b, c, and d) and it would be conducted within 60 minutes for the test. The test which would be used in

pre-test was same with the test in post-test, but in the post test the questions would bearranged randomly. In order to found 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 of Specification of a Try-out Test

No	Aspect	Number of Items	Item Numbers
1	Main Idea	10	7,19,21,24,28,32,35
2	Specific Information	10	3,8,10,13,18,20,30
3	Reference	10	1,4,9,12,17,2,26
4	Inference	10	2,6,11,15,25,29,33
5	Vocabulary	10	5,14,16,22,27,31,34
Total		50	50

3.5 Validity of the Reading Test

Validity refers to the extent to which the test measured and to what was intended to measured(Hatch & Farhady, 1982). It means that it related directly to the purpose of the test. There were 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 concerned with the tryout of the test while the criterion-related validity was concerned with measure the success in the future, as in replacement test(Hatch & Farhady, 1982a). So these two validities would be considered to be less needed. Therefore, the two types of validity wouldbeen 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 seen all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setiyadi, 2006). To get the content validity of reading comprehension, the observer try to arrange the materials based on the standard competence in syllabus for the first grade of Vocational 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 will be 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, 1985). All test items which has good validity would be used to collect the data for this research and the bad one should be revised.

Table 3.2. Specification of Pre-test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	6,18,20,23,27,29	20%
2.	Finding Specific Information	1,19,20,23,27,29	20%
3.	Making Inference	4,11,13,24,26,30	20%
4.	Determining Reference	2,5,8,14,16,22	20%
5.	Understanding Vocabulary	3,10,15,21,26,28	120%
	Total	**30 items**	**100%**

Table 3.3. Specification of Post-test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	6,18,20,23,27,29	12%
2.	Finding Specific Information	1,7,9,12,17,19	44%
3.	Making Inference	4,11,13,24,25,30	24%
4.	Determining Reference	2,5,8,14,16,22	8%
5.	Understanding Vocabulary	3,10,15,21,26,28	12%
	Total	**25 items**	**100%**

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 & 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, 1985)theory in which the construct validity in this instrument represented by five short reading skills: main idea, specific information, reference, inference, and vocabulary.

3.6 Reliability

According to Hatch & Farhady (1982), the reliability of a test could been 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:

$$(\boldsymbol{r1}) = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[(N\Sigma x^2 - (\Sigma x)^2][(\Sigma y^2 - (\Sigma y)^2]}}$$

The formula is described as follows:

r1 deals with Coefficient of reliability of odd and even numbers items

x related Odd number

y denotes Even number

x^2: Total score of odd number items

y^2: Total score of even number items

xy: Total number of odd and even numbers.

Σx^2 deals with the total score of odd number items

Σy^2 describes to the total score of even number items

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

$$\mathbf{r_1} = \frac{2rxy}{1 + rxy}$$

The formula is explained as follows:

r_k refers to the reability of the whole tests

r_{xy} deals with the reliability of half test

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 would been analyzed, the result showed that the reliability of half test (r_{xy}) was 0.958 and reliability of the whole test (r)was 0.978. Based on the criteria of reliability of the test, it could be stated that the tests have a high reliability since the range of the high criteria for the reliability test was 0.8–1.00 (Hatch and Farhady, 1982: 246). It could beinterpreted that the test could be used and in other word, the test was reliable.

3.7 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 correct

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

(Shohamy, 1985)

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

3.8 Discriminating 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:

$$\text{II.} \quad \text{DP} = \frac{U1 - L}{\frac{1}{2}N}$$

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)

The criteria of discrimination power are:

– 0.20 means that discrimination power is poor

– 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)

3.9 Scoring System

In order to get the students' score, the researcher started from corrected individual student' answered sheet and gave score. The score standard used 0-100, because the English teacher in SMKN 1 Terbanggi Besar also used the score standard in range 0-100. In scoring the students result of the pretest and post-test, the formula byArikunto (1997)was employed:

$$S = \frac{R}{N} \times 100$$

The formula couldbeen further illustrated as follows:

S denotes to the score of the test

R refers to the correct answers

N relates to the total number of items on the test

3.10 Normality Test

Normality test was used to know whether the data were normally distributed or not. The researcher used (SPSS 16.0 for Windows) to calculate it. In this case, the researcher used One Sample Kolmogorov-Smirnov Test. The criteria for normality test could been based on probability (Asymptotic Significance) as follows:

1. Asymp. Sig. (2-tailed) > 0.05, the data is distributed normally.

2. Asymp. Sig. (significance) < 0.05, the data is not distributed normally.

In this research, the researcher used the level of significant 0,05. For the results of normality test.

3.11 Data Analysis

In order to know the students' progress in comprehending the texts and the student's scores would be 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 will be calculated by $\sum x$applying the following formula:

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

The formula above was illustrated as follows:

M deals with mean (average score)

Σx relates to the total students' score

N refers to total number of students

3. Drawing conclusion from the tabulated results of the test given, that would been 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 would been significant or not, in which the significance would been determined by $p < 0,05$. It would be used as the data from one sample (Hatch and

Farhady, 1982: 117). In order to know whether the students get any progress, the formula would been as follows:

$$I=X_2-X_1$$

The formula could be explained as follows:

I relates to the improvement of students' reading comprehension achievement

X1 explains to the average score of post-test.

X2explains to the average score of post-test

(Santoso, 2000)

3.12 Result of the Try-out Test

Try-out test was held on 10, April 2021 in X AK 2. This class was chosen randomly. There were 29 students taken as tests. The reading test consisted of 50 multiple choices questions. The type of Multiple-choices contained four options (A. B. C. and D).The multiple-choices format may make wh-questions casier to answer because they provided the students with some possible answered. Thereby, the students might be able to check the text to see if any of the choices were specifically discussed then made a choice.

In this research, there were 50 items before trying out. As could been noticed, the results of the try-out test could be seen in the table below.

Table 3.4. Result of Try-out Test

Criteria	Items	Decision
Bad	50	Dropped
Poor	2,3,15,26,30,31,32,33,34,39,40,41,45,48	Dropped
Satisfactory	1,4,7,9,10,11,12,13,14,16,17,19,20,21,22	Administered
Good	5,6,8,18,29,36,3743,47	Administered

Table 3.4 showed that there was one question which was in appropriate since it has a negative discrimination power. Next, there were 14 questions which were irrelevant and logically should beendropped. Likewise, there were 26 questions which were sufficient and 9 questions were appropriate, thus, they should been administered. The table above shows that Splo-Half technique was used to find the reliability of the half-test and to measured the coefficient of the reliability between odd and even group The final results of computation by using Split-Half technique indicated that the reliability of the half test was 0.92

3.13 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 SMKN 1 TerbanggiBesar. 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 tenth grade of SMKN 1 Terbanggi Besar. The researcher took oneclass was class accounting.

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 tenth grade of Senior High School students based on school curriculum. As had been discussed in Chapter 2, this research was focused on narrative text.

4. **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.

5. **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 tenth grades.

6. Administering post-test

Post-test was conducted after giving the treatment. Posttest would be 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 30 items of multiple choices in reading test.

7. Analyzing the Data

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

3.14 Hypothesis Testing

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

In this case, the hypothesis was analyzed at significant level of $p<0.05$ in which that the probability of error in the hypothesis was 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.

The criteria for accepting the hypothesis were as follows:

H$_0$ (alternative hyothesis) was accepted if alpha level was higher than 0.05($\alpha > 0.05$)

H$_1$ (null hypothesis) was accepted if alpha level was lower than 0.05 ($\alpha > 0.05$)

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions English teachers who wanted to use Collaborative Strategic Reading in teaching reading and for those who wanted to conducted similar research.

5.1 Conclusion

Having conducted the research at the first of SMKN 1 Terbanggi Besar and analyzing the data, the researcher draws the conclusion as follows:

1. In the final analysis, Collaborative Strategic Reading couldgave significant differences to students reading comprehension. Based on the result, there was a significant difference of students reading comprehension after being taught using Collaborative Strategic Reading in narrative text at SMKN 1 Terbanggi Besar.It was proved by the increase of students mean score in the post-test which is higher than in the pre-test. Students' mean scores in the pre-test was 52.17and post-test was 76.15 in which the gain was 23.98. Moreover, the result of Paired Sample T-Test was proved to decide which hypothesis should been accepted or rejected. In the result of hypothesis testing, the sig 2-tailed was 0.000 which was lower than the level of significance 0.05.

2. The aspects of reading were all improved. The most improved aspect was main idea. Statistically, the result could be seen from the gain of pre-test and post-test in main idea aspect which was improved from 13.83 to 22.5.

5.2 Suggestion

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

1. **Suggestions for English Teachers**

   As can be seen that the lower aspects of reading comprehension ability was reference it was necessary for the English teacher to improve students' understanding of reference by providing exercises: in terms of reference, the teacher could explained about pronoun to the students. Furthermore, 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**

   Since this research was conducted using CSR to improve students' reading comprehension ability, further researchers, can try to use this strategy to improve students' reading comprehension for different levels of students such as junior high school students, or even university level. After all, further researchers can apply this strategy by using other kinds of text, i.e. descriptive, report, recount, and explanation.

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