

**THE CONTRIBUTION OF COLLABORATIVE STRATEGY
READING TOWARD THE SECOND YEAR STUDENT'S
READING COMPREHENSION AT MA
AL- KAUTSAR BOARDING
SCHOOL**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill one of Requirements
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(S. Pd.)



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SUPERVISOR APPROVAL

This thesis entitled *The Contribution of Collaborative Strategic Reading toward the Students ' Reading Comprehension at MA Al-Kautsar Boarding School*, is written by Khairi Gusman NIM. 10414024415. It is accepted and agreed to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRACT

Khairi Gusman (2011) : The Contribution of Collaborative Strategic Reading toward the Second Year Students' Reading Comprehension at MA Al-Kautsar Boarding School

There are some reasons why the students are hard to get information from reading text. First, there are some difficult words that the students found. They do not know the meaning. In other words, the students have limited vocabulary. The students are hesitant to remember new words, because they often get bored with it. Second, the teachers do not use a suitable reading strategy to solve the problem. It influences on the students reading comprehension. Third, there is a limited time that the teacher and students have to learn reading text, so, comprehending a reading text becomes more complicated for the students.

The subject of the research is the all second year students of MA Al-Kautsar Boarding School, and the object is students' reading comprehension, there are five classes, which comprise of 150 students. Because the number of population was relatively big, the writer uses randomization technique to see equal competency from the student, after implementing try out, the writer has 60 students as homogeneity sample, by flapping a coin, one group was randomly chosen as experimental group and other control group. There are two variables which are operated in this research, variables X: experiment class and control class and variable Y: students' reading comprehension. The data analysis was analysis by using formula "independent sample T-test.

$$t_o = \frac{Mx - My}{\sqrt{\left\{ \frac{SDx}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SDy}{\sqrt{N-1}} \right\}^2}}$$

Based on the data analysis, the writer concludes that: the mean of students who are taught by using Collaborative Strategic Reading (CSR) or experimental group is 23.97, while the mean of students Control group without using Collaborative Strategic Reading (CSR) is 5. The standard deviation of the students who are taught by using Collaborative Strategic Reading (CSR) is 1.77 and the standard deviation of the students without using Collaborative Strategic Reading (CSR) is 3.03. And the $T_{\text{calculation}}$ is 8.66. Because of the $T_{\text{calculation}}$ is higher than T_{table} , so, the significant is 6.66.. The hypothesis calculation, the calculated is 9.31 by using t-table at the 05 level of significant and 60 degree of freedom 58 resulted in a figure is 2.00. Since the t-calculated is bigger than t-table, the null hypothesis (H_o) is rejected. Consequently the alternative hypothesis is accepted. It means that the use of collaborative strategic reading is able to help the students' reading comprehension.

ABSTRAK

Khairi Gusman : Kontribusi Tentang Pembacaan Strategis Kolaboratif Terhadap Pengertian Bacaan Siswa Kelas Dua Sekolah MA Al-kautsar Pekanbaru

Ada beberapa pertimbangan mengapa para siswa susah untuk mendapatkan informasi dari teks bacaan. Pertama, ada beberapa kata-kata sulit yang siswa temukan. Mereka tidak mengetahui maksud arti itu. Dengan kata lain, para siswa sudah membatasi kosa kata. Para siswa ragu-ragu untuk ingat kata-kata baru, sebab mereka sering mendapatkan kebosanan dengan itu. Ke dua, para guru tidak menggunakan suatu strategi pembacaan yang pantas untuk memecahkan masalah. Itu mempengaruhi para siswa dalam pengertian bacaan. Ketiga, waktu terbatas, para siswa dan guru harus belajar teks bacaan, maka, mengerti suatu teks bacaan menjadi sesuatu yang sulit untuk para siswa.

Pokok riset adalah semua para siswa kelas dua Sekolah Al-Kautsar, dan obyek adalah pengertian pembacaan siswa, ada lima kelas, yang terdiri atas 150 para siswa. Sebab banyaknya populasi secara relatif besar, penulis menggunakan randomisasi teknik untuk lihat kemampuan sama dari siswa, setelah menerapkan mencoba, penulis mempunyai 60 para siswa sebagai contoh homogenitas, dengan mengepakkan suatu koin, satu kelompok secara acak dipilih ketika kelompok bersifat percobaan dan lain adalah kelompok kendali. Ada dua variabel dioperasikan di dalam riset ini, variabel X: mengadakan percobaan kelas dan variabel dan kelas kendali Y: pengertian pembacaan siswa. data Analisa dianalisa dengan penggunaan rumusan " contoh mandiri T-Test.

$$t_0 = \frac{Mx - My}{\sqrt{\left\{ \frac{SDx}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SDy}{\sqrt{N-1}} \right\}^2}}$$

Berdasarkan data analisa, penulis menyimpulkan bahwa: rata-rata para siswa yang diajar dengan penggunaan Pembacaan Strategis Kolaboratif (CSR) atau kelompok bersifat percobaan adalah 23.97, sedangkan rata-rata para siswa Kendali menggolongkan tanpa menggunakan Pembacaan Strategis Kolaboratif (CSR) adalah 5. Simpangan baku dari para siswa yang diajar dengan penggunaan Pembacaan Strategis Kolaboratif (CSR) adalah 1.77 dan simpangan baku dari para siswa tanpa menggunakan Pembacaan Strategis Kolaboratif (CSR) adalah 3.03. Dan Tcalculation 8.66. Oleh karena Tcalculation adalah yang lebih tinggi dibanding Ttable, maka, yang penting adalah 6.66. Hipotesis Kalkulasi, yang dihitung adalah 9.31 dengan penggunaan t-table di 05 tingkatan penting dan 60 derajat-derajat.

LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
LIST OF CONTENT	v
LIST OF TABLE	vi
LIST OF APPENDIX	viii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Setting of the Problems	3
C. Reasons for the Research	5
D. Objectives and Needs of the Research	5
E. Definition of the Terms.....	6
CHAPTER II THEORETICAL FRAMEWORK	7
A. Theoretical Framework	7
B. Relevant Research.....	13
C. Operational Concept.....	14

CHAPTER III RESEARCH METHODOLOGY	15
A. Location and Time of the Research	15
B. Subject and Object of the Research	15
C. Population and Sample of the Research	15
D. Design of the Research	16
E. Instruments of Data Collection	16
F. Techniques of Data Analysis	19
CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS.....	22
A. Data Presentation	22
B. Data Analysis	42
C. Interpretation of the Data	51
CHAPTER IV CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestion	54
BIIBLIOGRAPHY	
APPENDIXES	

CHAPTER I

INTRODUCTION

A. The Background

Since English has become an international language, most people in some developing countries including in Indonesia need to master it. The purpose of studying English is to make the learner able to communicate in English. For this reason, English is taught as a compulsory subject in Indonesian schools, that is, from elementary school up to universities.

Syafi'I (2007: 136) says that the success of a teaching and learning process is instilled by several factors either directly or an indirectly. At least there are four dominant factors that involved on it, namely teacher, teaching materials, methods of teaching, and learners, it means that there are many ways that can be done by the teachers of English in order to get the students' language ability.

According to Karlin (1984:2), reading is not only a tool for learning but also a means by which they can share the thoughts of others and experience some of the pleasures that it makes possible. In general, the aim of teaching reading is to develop the student's ability to read the material, get information and understand about text. However, their skill is not easy to master because the reader should have ability

In teaching reading, a teacher should have the ability to guide students in learning reading. Pertaining the statements above, Syah (1995: 2) says that the ability of the teachers guide to the students in learning is very essential. When the

teachers are ready and proficient in implementing their role, the quality of the students will be reached.

However the technique used by the teacher sometimes makes the students inactive, bored and they do not participate in teaching and learning process in the classroom.

In learning English, one of the main skills that the students should acquire is reading. The aim of teaching reading is to make students able to read the text effectively and efficiently. They are not only supposed to understand the structure of the texts but also to comprehend the meaning of the texts. In this case, since English is not our first language, there are so many students encounter difficulties in gathering and comprehending the idea of reading passage.

One of Islamic educational institution in Pekanbaru is Al-Kautsar Boarding School. The curriculum applied there is Competence-Based Curriculum even though it has not been applied completely yet. This curriculum is applied on the second year students only while the second and the third year students still use the 1994 curriculum. In this school every student is recommended to use Arabic and English for their daily speaking, almost all students are only able to speak, Arabic that is why the writer is intended to conduct the research in this school in order that the result will help the students learn English better.

Student's English classroom activities, generally, are reading the material based on the text, finding out the meaning of the difficult words, and answering the questions based on the text.

However, those students' classroom activities above can not help much in improving their reading comprehension. Many students have difficulties in reading and comprehending the reading text. The difficulties may be caused by several factors such as background knowledge, aptitude, interest, environment, and teachers. They usually can not enjoy the reading because they do not have good strategies in reading.

There are some reasons why it is hard for the students to get information from reading text. First, there are some difficult words that the students found. They do not know the meaning. In other words, students have limited vocabulary. The students are hesitant to remember new words, because they often get bored with it. Second, the teachers do not use a suitable reading strategy to solve the problem. It influences on the students reading comprehension. Third, there is a limited time that the teacher and students have to learn reading text, so, comprehending a reading text becomes more complicated for the students.

Coy, in Rahma (2003:9), states that traditional reading classroom in which students read the material, find out the meaning of the difficult words, and answer the questions based on the text could not produce a positive outcome on their reading comprehension. Therefore, there should be an advanced strategy involved in the process of teaching and learning English reading.

One of the strategies the teacher may apply is Collaborative Strategic Reading (CSR). In CSR, students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of the text. Through the process of

previewing the text, clicking and clunking, getting the gist, and wrapping up, students can improve their reading comprehension.

The writer, therefore, wants to investigate whether there is significant effect of this technique in helping the students comprehending the reading text. The research is intended to gather more information of CSR contribution toward students' reading comprehension. It is due to the fact that, if the research is not carried as soon as possible, neither the teacher nor the students will know whether the strategy is helpful to improve their reading comprehension. Besides, students will probably remain at the current unsatisfying level of reading comprehension since there is no advanced reading strategy applied by the teacher.

Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms (Klingner, Vaughn, et al., 2001). Built on the foundation of reciprocal teaching (Palincsar & Brown, 1984) and many of the features previously identified as associated with effective instruction (e.g., collaborative group work, interactive dialogue, procedural strategies), CSR was designed to address three prevailing educational problems: (a) how to adequately include students with disabilities and English language learners (ELL) in text-related learning; (b) how to teach text comprehension strategies that facilitate students' learning from expository text; and (c) how to provide opportunities for students with disabilities to interact effectively with peers

Based on the explanation above, the writer regards a research on this problem important. Then, the writer entitles the research, **THE**

CONTRIBUTION OF COLLABORATIVE STRATEGIC READING TOWARD THE SECOND YEAR STUDENTS' READING COMPREHENSION AT AL-KAUTSAR BOARDING SCHOOL.

B. The Setting of the Problems

In accordance with the phenomenon above, there are several problems why comprehending reading text is complicated for the students. First, the students only have limited vocabularies which cause difficulties in understanding the reading text. Second, because of the difficult words found in the text, the students become lazier to read it. In other words, the students are lack of motivation to read. Third, the teaching methodology used by the teacher becomes the main reason which causes reading text is hard to be understood.

1. The Identification of the Problems

Based on the background and the phenomena which have be found by the writer, some of the students at the second year of MTS Al-Kautsar Boarding school still have problem in understanding in the reading text. The problem will be identified as follows:

- a. Why do some of the students get difficulties in understanding the reading texts?
- b. Why do some of the students become lazier reading the texts?
- c. What factors that influence students' lack motivation to read the texts?
- d. Is there any contribution of the use of CSR in teaching reading process toward students' English?

2. The Limitation of the Problems

To avoid misunderstanding in this problem, the writer should limit the research problem to the contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension.

3. The Formulation of the Problems

In accordance with the limitation of the problem above, the problem on this research is formulated in the following research questions: Is there any significant contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension?

C. The Reasons for the Research

The writer is interested in carrying out this research because of some factors:

1. The problems included in this research are very interesting and challenging to be investigated in term teaching and learning of English, especially English as the Foreign Language (EFL).
2. The topic is relevant to the researcher as one of the students of English Education Department.
3. As far as the researcher is concerned, this research title has never been investigated by any researcher.

D. The Objectives and Needs of the Research

1. The Objectives of the Research

Based the formulations of the problem previously, the objective that will be researched in this study is to find out the significant contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension.

2. The Needs of the Research

- a) To fulfill one of the requirements of S.1 degree of Education at English Education Department of Education and Teachers Training Faculty of State Islamic University of Riau.
- b) To give positive contribution in teaching and learning process in reading subject at the second year students of Al-Kautsar Boarding School.

To give information and solutions for the English teachers and others who concern in learning English by using CSR to obtain reading comprehension.

E. The Definition of the Terms

To simplify the process of designing, applying the research, and to avoid misunderstanding and misinterpretation, it is necessary for the researcher to define the operational definition of the terms comprised in this research:

1. Contribution

Contribution is a thing that is given to a person or organization.

2. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a teaching technique that combines reading comprehension Strategy instruction with cooperative learning (Klingner & Vaughn, 1999:1)

3. Reading

An exercise dominated by the eyes and the brain. The eyes receive the messages and the brain has to work out the significance of these messages (Harmer, 1991:190). In this study, reading refers to an interactive process between the students and the author via text.

4. Comprehension

An exercise given to the students to test how well they understand Written or spoken language (Longman, 2001:273). In this study, comprehension is defining as the students' ability to answer the question of the text being read.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

According to Pang, et al. (2003: 16), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints. They add that recent studies have focused on how readers use their knowledge and reasoning to understand texts. The term ‘comprehension strategies’ is sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

Furthermore, In order to facilitate a good structuring of texts to our students, we should familiarize them with text analysis. Thus, the reader, as the writer has previously done, should study the text configuration and decide whether it is an argumentative article; or the description of a process; or a piece of

research; or a narrative type of text. McCarthy (1991, in Escribano, 1999: 61) points out that the analysis and classification of texts is a good teaching activity.

Reading text analysis involves the careful examination of a text in order to identify the specific elements that will support and or challenge students in their reading (Walter, 2004: 60). In order to understand a text, students need ability. Without ability, students must not be able to analyze a reading text completely. When this happens, they are presumably not able to comprehend the meaning stated in the text. In relation to this, Norris (1970) mentions that students' performance or ability in reading covers the following:

- a. Vocabulary comprehension
- b. Sentence structure and comprehension
- c. Paragraph structure
- d. Comprehension of the whole reading selection

The person who can help students comprehend a text is a teacher. In this case, Brown (2000:70) states that teaching is showing or helping someone to learn how to do something, giving information, giving instruction, guiding in the study of something, providing with knowledge causing to know or under standing. The teacher is the main factor that much influences the result of teaching and learning process.

If the teacher wants their students successful in teaching and learning process, of course, the teacher must know some points that can make them understand the lesson. Here, reading is focused. Therefore the teacher must know

about the strategies and techniques that make the students understand the reading text easily.

Moreover, Brown (1994: 29) says that there are 10 strategies used for reading comprehension:

1. Identifying the purpose in reading.
2. Using Grapheme rules pattern to aid in bottom-up decoding making the correspondence between spoken and written English is one of the difficulties encountered by students in learning to read. They may need to be given hints and explanations about certain English orthographic rules and peculiarities.
3. Using efficient silent reading technique for relatively rapid comprehension. In this strategy, there are some rules that can help the students increase their efficiency in reading as follows:
 - a. You need to pronounce each word to yourself.
 - b. Try to visually perceive more than one word at a time, preferably phrases.
 - c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.
4. Skimming

Skimming consists of quickly running one's eyes across a whole text to get the gist. The advantages of this strategy are as follows:

- a. The students are able to predict the purpose of the passage.
- b. The students are able to predict the main topic or message.

c. The students are able to predict some of the developing or supporting idea.

5. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading thought the whole text.

6. Semantic mapping or clustering

This strategy helps the reader provide some orders to chaos. Making maps can be done individually. But they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7. Guessing

The students can use the strategy of guessing to:

- a. Guess the meaning of a word
- b. Guess a grammatical relationship.
- c. Guess a discourse relationship
- d. Infer implied meaning (between the lines)
- e. Guess about a cultural reference.
- f. Guess content message

8. Vocabulary analysis
9. Distinguish between literal and implied meaning

In this strategy, the students are asked to find implied meaning from the passage because not all language can be interpreted appropriately by attending to its literal meaning. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse markers to process relationship.

There are many discourse markers in English that signal relationship among ideas expressed through phrases, clauses and sentences. Clear comprehensions of such markers can greatly enhance learners' reading efficiency.

According to William (1982: 22), in post reading activity the work does not refer directly to text, but grows up out of it. Post reading may also include any reaction to the text and to the while-reading work. Setting up and organization of the post reading work depends very much on all the objectives of the programs as a whole. Post reading work should thus contribute, in a coherent manner, to the writing, speaking, and listening skills that that program aims to develop.

The most natural post reading activities would be to ask the students to complete the story (in real life, subsequent newspaper report would certainly follow up the story). So the aim of post reading is intended to help the students consolidate or reflect upon what has been read.

Ur (1993:148) states, when someone needs success in reading, the teacher must know well about the characteristics of efficient reading. They are as follows:

1. Language

The language of the text is comprehensible to the learners.

2. Content

The content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.

3. Speed

The reading progresses fairly fast: mainly because the reader has automatic recognition of common combinations and does not waste time working out each word or group of words anew.

4. Attention

The reader concentrates on the significant bits and skims the text. May even skip parts he/she knows to be significant.

5. Background information

The reader has and uses background information to help understanding the text.

6. Purpose

The reader is aware of clear purpose in reading. For example: to find out something to get pleasure.

Reading is the process of getting information in written sources. According to Scherer (1985), reading is an active process of establishing meaning. Goodman (1976) and Smith (1982) say that reading is the instant recognition of various written symbols, simultaneous association of the symbols with existing knowledge, and comprehension of information and ideas.

Reading text analysis involves the careful examination of a text in order to identify the specific elements that will support and or challenge students in their reading (Walter, 2004: 60). In order to understand a text, students need ability. Without ability, students must not be able to analyze a reading text completely. When this happens, they are presumably not able to comprehend the meaning stated in the text. In relation to this, Norris (1970) mentions that students' performance or ability in reading covers the following:

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If the teacher wants their students successful in teaching and learning process, of course, the teacher must know some points that can make them understand the lesson. Here, reading is focused. Therefore the teacher must know about the strategies and techniques that make the students understand the reading text easily.

2. Reading Skill

Reading is one of the for skills of learning that students should master in learning language. It is basic and complementary skill language learning. Reading needs readers to focus on reading material and integrate previous knowledge and skills to comprehend what some one else has written. According to Nuttal (1982), the skills and strategies of reading that we hope will be learnt through:

- a. Skills involving flexibility of technique: variations in reading text, skimming, scanning, study reading, etc.
- b. Skills of utilizing information that is not strictly speaking part of the text itself.
- c. Word- attack skills: how to tackle unfamiliar lexical item by using morphology, inference from context, by using dictionary.
- d. Text- attack skills: the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure.

Pang, et al. (2003: 17) highlight that texts of the right reading level are neither too easy nor too hard for a particular reader. Choosing texts of the right difficulty and interest levels will encourage children to read and to enjoy what they are reading. Vocabulary, word length, grammatical complexity and sentence length are traditionally used to indicate the difficulty level of a text. The subject matter of a book is also an important factor. For instance, readers with substantial prior knowledge of a subject will be able to use their knowledge to read texts that are more difficult. Cultural factors are important when choosing books for non-native speakers. Some children's books may contain references to situations,

objects and experiences that are unfamiliar to non-native speakers. For both children and adults, native and non-native speakers, it is important to use authentic texts. This means materials written with readers in mind, not texts constructed to illustrate specific vocabulary or word forms. It is also important to use a variety of authentic texts, including both information texts and narrative or story texts. Students often have an easier time reading information texts when they can use their knowledge of the topic.

Reading is one of the four skills of language that should be mastered by every student if he/ she want to understand text. In reading, the readers must have a good interaction with text. In order to get the meaning of the text and to enable the students to understand what they have read, the teacher should give them an opportunity to demonstrate what they have gained from the reading text. So those, the students can express their own ideas from the reading text.

Pang, et al. (2003) then provides some practical applications:

1. When assessing the difficulty level of a text, it is important to consider the language used, as well as its subject matter, interest level and assumed cultural knowledge.
2. Apart from text difficulty, choose books that are well written in terms of style and language.
3. Choose reading materials that utilize students' local context. For instance, books about what students enjoy doing would be a good starting point.

4. Use information texts that contain topics with which the students are familiar. This will allow them to use their prior knowledge and to learn more about the topic.
5. Introduce reading materials of different types (genres) and topics. A lack of variety of materials leads to a limited reading and language experience.

Every activity, which is done by someone automatically, has certain purpose. Reading also has the aims, such as to acquire information and to comprehend the reading context. Nuttal (1982: 31) says about the purpose of reading, namely:

1. To get general information from the text.
2. To get the specific information from the text.
3. Reading for pleasure or for interest. This classification is implemented to develop different reading strategies, such as skimming, scanning, reads between the lines, read intensively for detail information.

The skill in comprehending the reading text is different from every student, although they read the same material. Therefore, the students should focus on messages, not on grammatical rules. Here, the students' skill in reading comprehension should cover (Fisette, 1993 in Walter, 2004: 75):

1. Retelling passage in own words
2. Talk about the character
3. Recalling the main idea
4. Recalling the supporting details

5. Understanding story sequence
6. Understanding story structure
7. Making inferences

In relation to this, Brown (2004: 206) suggests the features of comprehension as the following ones:

1. The main idea (topic) of the text.
2. The expression/idioms/phrases in context.
3. The implied details (inference).
4. The grammatical features.
5. The details (Specifically stated details).
6. The excluding facts not written (unstated details).
7. The supporting ideas.
8. The vocabulary in context.

Then, Zaini (2005: 21) says that the influencing factors in learning are:

a. Internal factor

These factors come from the students themselves, which consist of physical factor, includes mental, healthy, condition and psychological factors, include attention, intelligent, interest and motivation.

b. External factor

These factors consist of social environment such as family, teacher, society and friend.

The factors to be investigated in this research covers reading strategies related to vocabulary, background knowledge, and reading motivation (Elizabeth,

2005 cited in Hung-Yun & Ping, 2007). Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of a language. In later reading development, when students read to learn, they need to learn new vocabulary in order to gain new knowledge of specific subject matter (Pang, 2003: 12).

Pang (2003: 13) also adds that having more prior knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A reader's interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on the reading task. She also states that a reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. We read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their

students' learning needs, including their motivation for reading and the purpose that reading has in their lives (2003: 15).

To analyze the reading text is not easy. If we read a text, the first job that we must do is finding the main idea in each paragraph. A paragraph is a group of related sentences that develops the same general topic (Wassman and Rinsky). All the information regarding the topic helps readers reinforce the writer's main point generally referred to as the main idea. A paragraph may contain five to twelve sentences, but it is possible for one sentence to stand alone as a paragraph.

Here are the strategies to use in finding the main idea. They can be used to find and understand the main idea, namely

Asking key question about the paragraph's content.

- a. Locating a general statement within the paragraph that expresses the author's message.
- b. Noting how the sum of the details emphasis a main point.

The main idea must not be in beginning of the paragraph. The position of main idea can and often do appear anywhere in the paragraph- at the beginning, middle and end.

3. Reading Comprehension

As one of the basic skills of English, reading is often under estimated by the student. They tend to treat it as a supplementary skill. Hammer (1983:153) says that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. It

means that reading is not only to look at the written words but also to understand what they mean. In other words, reading is an active process which forces students to be active participants. In addition, Sherman and Duffy (1997:3) state that the most important skill since someone is successful or failure in school and in society depends largely upon the ability to read. Carrel also (1998) says that the four skills are taught in the class, but the main objective is reading comprehension.

Comprehension or the ability to find the meaning of what has been read is the dominant goal of reading. According to Lamburg and Lam (1980:56), comprehension is considered to be cognitive process, that is a process of knowing and understanding it is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. Moreover, that statement is supported by Grellet (1981:5) who says that reading comprehension involves understanding of words, seeing the relationship among words and concept, organizing the ideas, recognizing the author's purpose and making judgment in evaluation.

In addition, Jhonson (1983:145) says that comprehension is an activity where the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about the text. It means that the primary activity of reading is to comprehend what the text about. Many readers cannot be able to catch the idea or what the writer talk about because they do not know the exact meaning of the words that the writer used. That is why, reading comprehension section always gives along with vocabulary section.

King and Stanly (1989) state that reading and vocabulary sections are approach which focuses our attention on important technique. But in this research, the writer only discusses five components which are appropriate with the senior high school curriculum as follows:

1. Finding Factual Information. It requires readers to scan specific details. Tarigan (1980:10) says that while reading, the reader must be able to recognize the factual or certain information in detail such as person, places, events, and time. The factual information questions are generally prepared for junior high school students and those which appear with wh- questions.
2. Identifying main idea. Reading is concerned with meaning to a greater extent than it is with form. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer. Tarigan (1980: 10) says that finding the main idea of the paragraph consisting of many sentences and selecting the main idea not only in the beginning of paragraph but also in the middle and at the end of paragraph. Sometimes, the main idea is not stated clearly, just implicit.
3. Locating the meaning of vocabulary in context. It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.
4. Identifying references. In order to avoid repeated words or phrases, the authors use reference words. King and Stanley (1998: 331) say that

recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage.

5. Making inference from reading text. Inference is a skill where the reader has to be able to 'read between the lines'. King and Stanley divide it in two main attentions, draw logical inference and make accurate prediction.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

4. Reading Instructional Strategy

"Learning strategies" or "instructional strategies" are the various methodologies used to involve the learners in the training program, reflection after reading. In this research, the writer compares the use of CSR strategy and the conventional one.

a) Definition of Collaborative Strategic Reading (CSR)

The teaching of reading comprehension on English should be presented through the teaching technique. Then, the teacher can present reading comprehension in a classroom by using several techniques. In Indonesia, reading comprehension is presented by using different classroom techniques. This is simply because the students have different background and style in this country. (Klingner & Vaughn, 1996) said that, One of the classroom techniques which can be applied is Collaborative strategic Reading (CSR). This technique combines reading comprehension strategy instruction with cooperative learning. In CSR, students of mixed reading and achievement levels work in small, cooperative

groups to assist one another in applying four reading strategies to facilitate their comprehension of the reading text. These reading strategies are preview, click and clunk, get the gist, and wrap-up.

Johnson & Johnson (1989) in Klingner & Vaughn (1997:7) describe that the essential components of cooperative learning are built into CSR: (a) positive interdependence, (b) considerable face to face interaction, (c) individual accountability, (d) learning social skills, and (e) post-task evaluation.

b) The Instructional Procedures of CSR

In this research, the CSR is given to the students in the experimental class. There are eight meetings of instruction. (Palincsar & Brown1984), before the students apply CSR, they are divided into small groups, which consist of five students. Initially, the teacher explains the CSR plan for strategic reading. Once the students have learned the strategies and their roles and have begun working in cooperative learning groups. The teacher's role is to monitor the groups, circulate among groups and provide a helpful assistance. Classroom activities in teaching reading through Collaborative Strategic Reading consist of three stages, namely:

a) Pre-Reading Activities

1. Brainstorm
 - a. Teacher asks the students to brainstorm and write everything they already know about the topic they will learn
 - b. Teacher asks the students to share their best ideas.

2. Predict

- a. Teacher asks the students to think of what they will learn about the topic when they read the passages by looking at the title, pictures, or headings and write their ideas.
- b. Teacher asks the students to share their best ideas.

b) While-Reading Activities

1. Teacher asks students, “Do you understand what you read?” If they do not, they write their clunks.
2. If the students have clunk, teacher helps them to clarify the clunks by using fix-up strategies. The fix-up strategies are :
 - (a) Reread the sentence and look for key ideas to help you understand the word.
 - (b) Reread the sentence before and after the clunk looking for clues.
 - (c) Look for a prefix or suffix in the word.
 - (d) Break the word apart and look for smaller words.
3. Teacher asks the students to tell what the most important idea about the person, place, or thing in the section they just have read.

Go back and do all of the steps in these while-reading activities for each section that is read.

c) Post-Reading Activities

1. Teacher asks the students to think of some questions and their answers to check if they really understand what they read. They start their questions

with what, who, when, why, and how. Every student writes his/her questions and the answers.

2. Teacher asks the students to share their best questions and the answers.

Teacher asks the students to write down about what they learned.

3. Instructional Procedures of Conventional Strategy

In control group, the students are taught without directed reading thinking activity (CSR). According to Burnes and Page in Sisra (2003: 2), the procedures of teaching reading by using the conventional or traditional strategy can be done as follows:

- a. Teacher asks the students to read the text loudly.
- b. Teacher helps the students to find out the meaning of the difficult words.
- c. Teacher asks the students to answer the question related to the reading text.
- d. The students discuss the answer of the question.

B. Relevant Research

According to Syafii (2007:122) states that relevant research required to observe some previous researches conducted by other researcher in which they are relevant to our research it self. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research, that of:

Consequently, there are a lot previous researches regarding with my researches. Tuti Harianti. (2008). in her research, he focuses in The Correlation between the Students' Ability in Reading Text Analysis and Reading Skill at the Second Year Students of SMPN 05 Tambang. This strategy limited of working in Cooperative learning group.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research; Variable X (reading instructional strategy), consisting of Variable X_1 as Collaborative Strategic Reading (CSR), and Variable X_2 as conventional strategy; and Variable Y as students' reading comprehension.

In order to identify Variable X_1 , the writer uses several indicators below:

1. Teacher divides the students into several groups.
2. Each group is asked by the teacher to brainstorm and predict about the topic they are going to learn by looking at the title, pictures or headings.
3. Teacher asks the groups to read each section of the passage, and to write their clunks and also the important idea about person, place or thing they have just read.
4. Teacher helps them clarify their clunks by using fix-up strategies.

5. To check whether they understand what they have read, the teacher asks them to write some questions and answers related to the passage. The questions are started with what, who, when, why and how.

Variable X_2 can be identified through several following indicators:

- a. Teacher asks the students to read the text loudly.
- b. Teacher helps the students to find out the meaning of the difficult words.
- c. Teacher asks the students to answer the question related to the reading text.
- d. The students discuss the answer of the question.

Variable Y is identified through the indicators below:

- a. Students are able to find factual information,
- b. Students are able to identify main idea,
- c. Students can locate the meaning of vocabulary in context,
- d. Students can identify references, and
- e. Students can make inference from reading text

D. Assumption and Hypothesis

1. The Assumption

The assumption as follows:

- a. The students' reading comprehension is varied
- b. The students never use collaborative strategic reading in their learning process, it can be assumed they do not have a good ability of reading.

2. The hypothesis

Ha: there is a significance contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension

Ho: There is no a significance contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research

The location of this research will be conducted at Al-Kautsar Boarding School. This research will be conducted starting from March 2009.

B. Subject and Object of the Research

Subject of the research is the second year students of Al-Kautsar Boarding School, and the object is the contribution of Collaborative Strategic Reading Toward students' reading comprehension at the second year of Al-Kautsar Boarding School.

C. Population and Sample of the Research

1. Population

The population of this research is the second year students of Al-Kautsar Boarding School. They are all about 72 students divided into five classes. They are assumed to have the same level of proficiency and the same background.

Table III.1
Distribution of the Research Population

CLASS	NUMBER OF STUDENTS
II _A	36 students
II _B	36 students
TOTAL	72 students

2. Sample

Since the number of population is quite large, the writer uses cluster sampling because the students are already formed into classes.

According to Sudjana (1996:173), in cluster sampling, population is divided into some groups/ clusters. These clusters will be taken in random process. Every member in a cluster that has been taken randomly will be a sample.

In this occasion, the writer takes a sample by using random sampling. The writer names cards based on every second year classes in MTS of Al-Kautsar 2A, 2B. After mixing these cards, the writer takes two cards randomly as a sample of research. It is class 2A for Experimental group and class 2B for Control group.

D. Design of the Research

The static-group comparison research is intended to know the difference between Collaborative Strategic Reading (CSR) and conventional strategy on student's reading comprehension at the second year students of Al-Kautsar Boarding School.

In this research, the writer uses two groups as sample, namely: experimental group and control group. For experimental group, the students will be treated with particular teaching on what problems of research the writer has. Meanwhile, control group is only given a Pre-test and Post-test without particular treatment as given to the experimental group. Both experimental and control groups will be treated in the same test.

TABLE III.2
RESEARCH TYPE

Group	Pre-Test	Treatment	Post-Test
E	T1	√	T2
C	T1	X	T2

E : Experimental group

C : Control group

T1 : Pre-test for experimental group and control group

√ : Receiving particular treatment

X : Without particular treatment

T2 : Post-test for experimental group and control group

E. Instruments of Data Collection

In order to get some data that are needed to support this research, the writer applies the techniques by the test.

The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure:

1. Both groups (experimental group and control group) were asked to express their idea reading comprehension.
1. The teacher evaluated from the test best on reading comprehension aspect that consist of find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text. It was done to make the teacher is easy to collect the data.

The test is used to obtain the data concerning the student's reading comprehension. The technique is carried out in items of collecting the data and information dealing with the data variable X (CSR and conventional strategy) Y' (reading comprehension). The materials of the test are adopted from the syllabus of Al-Kautsar Boarding School.

F. Techniques of Data Analysis

After teaching reading by using Collaborative Strategic Reading, the writer used a statistical analysis to analyze the data. In order to know the result whether it is statistically significant. It is analyzed by using t-test.

Before applying the t-test, it is necessary to follow the following steps:

1. The first formula is to find the means of each group. It was calculated by using the formula:

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

Where:

\bar{x} = The average score

Σx = Sum of the raw score

N = the number of the students

(Hatch and Farhady, 1982:55)

2. The second formula was used to find out the standard deviation of each group.

$$S = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

Note:

S = standard deviation

$\sum (X - \bar{X})$ = sigma of individual deviation of students score

N = the number of the students

1 = constant number

(Hatch and Farhady, 1982:59)

3. Variance was used to measure the variability of each group.

$$\text{Variance (S2)} = \frac{\sum (x - \bar{x})^2}{N - 1}$$

(Hatch and Farhady, 1982:60)

In order to check whether the score of significantly different or not, the first formula was used to find the standard error or differences between the means:

$$S_{(\bar{x}_e - \bar{x}_c)} = \sqrt{\left[\frac{Se}{\sqrt{N_1}}\right]^2 + \left[\frac{Sc}{\sqrt{N_2}}\right]^2}$$

(Hatch and Farhady, 1982:112)

4. After knowing the standard error of the means score, the writer calculated the t-test by using formula:

$$T_{obs} = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)}$$

Where:

t = the value which statistical significant of the mean difference will be judge.

\bar{X}_e = mean score of experimental group.

\bar{X}_c = mean score of control group

N_1 = the number of the students in experimental group.

N_2 = the number of students in control group

S_1 = standard deviation of experimental group.

S_2 = standard deviation of control group.

(Hatch and Farhady, 1982:112)

The final step was done to find out the t-score that is aimed to figure out the degree freedom of two groups. It is used to determine whether the t-score is a significant value. To find the degree of freedom, the following formula is used:

$$df = (N1 - 1) + (N2 - 1)$$

$$df = (N1 + N2) - 2$$

Where:

df = the degree of freedom of the two groups

N = the number of individual in the two groups

1 = constant number

(Sudjana, 1996:146)

If the value of t-calculated is the same or less than the value of t-table, the null hypothesis is accepted. On the other hand, if the value of t-calculated is more than the value of t-table, the alternative hypothesis is accepted.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

In this chapter the writer present the result of try out has been carried out. The research title is “The Contribution of Collaborative Strategic Reading toward the Second Year Students’ Reading Comprehension at MA Al-Kautsar Boarding School”. The result of statistical analysis will be presented based on the objectives listed in chapter I answered. The objectives are: (1) to know extent the students reading comprehension by using CSR. (2). to know extent students reading comprehension without using CSR. (3). to find out the difference between students who taught reading comprehension by using CSR and without CSR. The writer gave pre-test to all of the population to determine two classes as the sample. It was found that class 1.3 (experimental class) and 1.5 (control class).

TABLE IV.1

The scale of students’ reading comprehension

The score of ability level	Category
80-100	Excellent
70-79	Good
60-69	Fairly Good
50-59	Weak
0-49	Poor
Less than 40%	

(Panduan dan Informasi Akademik 2005-2006 : 216)

TABLE IV.2
The Result of Pre-Test
Experiment Class A

No	Name	Score	Level
1	Student 1	57	Weak
2	Student 2	55	Weak
3	Student 3	30	Poor
4	Student 4	45	Poor
5	Student 5	50	Weak
6	Student 6	37	Poor
7	Student 7	37	Poor
8	Student 8	37	Poor
9	Student 9	30	Poor
10	Student 10	59	Weak
11	Student 11	36	Poor
12	Student 12	30	Poor
13	Student 13	30	Poor
14	Student 14	50	Weak
15	Student 15	43	Poor
16	Student 16	43	Poor
17	Student 17	40	Poor
18	Student 18	37	Poor
19	Student 19	50	Weak
20	Student 20	50	Weak
21	Student 21	50	Weak
22	Student 22	50	Weak
23	Student 23	50	Weak
24	Student 24	50	Weak
25	Student 25	57	Weak
26	Student 26	57	Weak
27	Student 27	30	Poor
28	Student 28	35	Poor
29	Student 29	40	Poor
30	Student 30	50	Weak

The table above shows that the result of pre-test at experiment class A. The result of the pre-test, there are fourteen students (46.6%) got level “week”, and sixteen students (53.3%) got lever “poor”. It means the majority of the students of class A do not able to answer the test that given by the writer well.

TABLE IV.3
The result of Pre-test
Control Class B

No	Name	Score	Level
1	Student 1	55	Weak
2	Student 2	55	Weak
3	Student 3	50	Weak
4	Student 4	50	Weak
5	Student 5	50	Weak
6	Student 6	57	Weak
7	Student 7	57	Weak
8	Student 8	30	Poor
9	Student 9	35	Poor
10	Student 10	55	Weak
11	Student 11	30	Poor
12	Student 12	38	Poor
13	Student 13	57	Weak
14	Student 14	45	Poor
15	Student 15	59	Weak
16	Student 16	59	Weak
17	Student 17	45	Poor
18	Student 18	35	Poor
19	Student 19	38	Poor
20	Student 20	50	Weak
21	Student 21	50	Weak
22	Student 22	30	Poor
23	Student 23	57	Weak
24	Student 24	38	Poor

25	Student 25	30	Poor
26	Student 26	33	Poor
27	Student 27	40	Poor
28	Student 28	50	Weak
29	Student 29	45	Poor
30	Student 30	50	Weak

The table above shows that the result of pre-test at control class B, the result of the pre-test, there are sixteen students (53.3%) got level “weak”, and fourteen students (53.3%) got lever “poor”. It means the majority of the students of control class B do not able to answer the test that given by the writer well.

TABLE IV.4
The Students’ Score of Post-Test
Experiment Class A

No	Name	Score	Level
1	Student 1	85	Excellent
2	Student 2	70	Good
3	Student 3	55	Weak
4	Student 4	60	Fairly Good
5	Student 5	65	Fairly Good
6	Student 6	50	Weak
7	Student 7	60	Fairly Good
8	Student 8	65	Fairly Good
9	Student 9	60	Fairly Good
10	Student 10	75	Good
11	Student 11	69	Fairly Good
12	Student 12	65	Fairly Good
13	Student 13	65	Fairly Good
14	Student 14	70	Good
15	Student 15	75	Good
16	Student 16	75	Good

17	Student 17	75	Good
18	Student 18	66	Fairly Good
19	Student 19	78	Good
20	Student 20	80	Excellent
21	Student 21	78	Good
22	Student 22	78	Good
23	Student 23	60	Fairly Good
24	Student 24	65	Fairly Good
25	Student 25	90	Excellent
26	Student 26	90	Excellent
27	Student 27	66	Fairly Good
28	Student 28	50	Weak
29	Student 29	45	Poor
30	Student 30	59	Weak

The table above shows that the result of post-test at experiment class A, the result of the post-test, there are four students (13.3%) got level “Excellent”, there are eight students (26.6%) got level “good”, then there are twelve students (40%) got level “Fairly Good”, then there are four students (13.3%) got level “Weak”, and the last, there is one students (3.3%) got level “Poor”. It means, the result of the post-test, can be concluded the majority of the students of class A do able to answer the test that given by the writer well.

TABLE IV.5
The Students` Score of Post-Test
Control Class B

No	Name	Score	Level
1	Student 1	58	Weak
2	Student 2	55	Weak
3	Student 3	57	Weak
4	Student 4	57	Weak
5	Student 5	45	Poor
6	Student 6	45	Poor
7	Student 7	57	Weak
8	Student 8	50	Weak
9	Student 9	50	Weak
10	Student 10	49	Poor
11	Student 11	49	Poor
12	Student 12	57	Weak
13	Student 13	57	Weak
14	Student 14	55	Weak
15	Student 15	59	Weak
16	Student 16	59	Weak
17	Student 17	45	Poor
18	Student 18	49	Poor
19	Student 19	48	Poor
20	Student 20	58	Weak
21	Student 21	58	Weak
22	Student 22	40	Poor
23	Student 23	59	Weak
24	Student 24	48	Poor
25	Student 25	36	Poor
26	Student 26	36	Poor
27	Student 27	44	Poor
28	Student 28	57	Weak
29	Student 29	48	Poor
30	Student 30	48	Poor

The table above shows that the result of post-test at control class B, the result of the pre-test, there are sixteen students (53.3%) got level “weak”, and fourteen students (53.3%) got lever “poor”. It means, the result of the post-test, can be concluded the majority of the students of control class B do not able to answer the test that given by the writer well.

TABEL IV.6
The Result of Pre -Test Both of the Classes of the Students’ Reading Comprehension at Al-Kautsar Boarding School

		Score		Level	
		Experiment (X)	Control (Y)	Experiment (X)	Control (Y)
1	Student 1	57	55	Weak	Weak
2	Student 2	55	55	Weak	Weak
3	Student 3	30	50	Poor	Weak
4	Student 4	45	50	Poor	Weak
5	Student 5	50	50	Weak	Weak
6	Student 6	37	57	Poor	Weak
7	Student 7	37	57	Poor	Weak
8	Student 8	37	30	Poor	Poor
9	Student 9	30	35	Poor	Poor
10	Student 10	59	55	Weak	Weak
11	Student 11	36	30	Poor	Poor
12	Student 12	30	38	Poor	Poor
13	Student 13	30	57	Poor	Weak
14	Student 14	50	45	Weak	Poor
15	Student 15	43	59	Poor	Weak
16	Student 16	43	59	Poor	Weak
17	Student 17	40	45	Poor	Poor
18	Student 18	37	35	Poor	Poor
19	Student 19	50	38	Weak	Poor
20	Student 20	50	50	Weak	Weak
21	Student 21	50	50	Weak	Weak
22	Student 22	50	30	Weak	Poor

23	Student 23	50	57	Weak	Weak
24	Student 24	50	38	Weak	Poor
25	Student 25	57	30	Weak	Poor
26	Student 26	57	33	Weak	Poor
27	Student 27	30	40	Poor	Poor
28	Student 28	35	50	Poor	Weak
29	Student 29	40	45	Poor	Poor
30	Student 30	50	50	Weak	Weak
ΣX		1315	1383		

The table above shows that The Result of Pre -Test both of the Classes of the Students' Reading Comprehension

TABLE IV.7

The Result of Post -Test Both of the Classes of the Students' Reading Comprehension at Al-Kautsar Boarding School

		Score		Level	
		Experiment (X)	Control (Y)	Experiment (X)	Control (Y)
1	Student 1	85	58	Excellent	Weak
2	Student 2	70	55	Good	Weak
3	Student 3	55	57	Weak	Weak
4	Student 4	60	57	Fairly Good	Weak
5	Student 5	65	45	Fairly Good	Poor
6	Student 6	50	45	Weak	Poor
7	Student 7	60	57	Fairly Good	Weak
8	Student 8	65	50	Fairly Good	Weak
9	Student 9	60	50	Fairly Good	Weak
10	Student 10	75	49	Good	Poor
11	Student 11	69	49	Fairly Good	Poor
12	Student 12	65	57	Fairly Good	Weak
13	Student 13	65	57	Fairly Good	Weak
14	Student 14	70	55	Good	Weak
15	Student 15	75	59	Good	Weak
16	Student 16	75	59	Good	Weak
17	Student 17	75	45	Good	Poor
18	Student 18	66	49	Fairly Good	Poor
19	Student 19	78	48	Good	Poor

20	Student 20	80	58	Excellent	Weak
21	Student 21	78	58	Good	Weak
22	Student 22	78	40	Good	Poor
23	Student 23	60	59	Fairly Good	Weak
24	Student 24	65	48	Fairly Good	Poor
25	Student 25	90	36	Excellent	Poor
26	Student 26	90	36	Excellent	Poor
27	Student 27	66	44	Fairly Good	Poor
28	Student 28	50	57	Weak	Weak
29	Student 29	45	48	Poor	Poor
30	Student 30	59	48	Weak	Poor
ΣX		2034	1533		

The table above shows that The Result of Post -Test both of the Classes of the Students' Reading Comprehension

TABLE IV.8
The students score of Reading Comprehension at Al-Kautsar Boarding School

		Experiment				Control		
		Pre-Test	Post-Test	Gain-Test		Pre-Test	Post-Test	Gain-test
1	Student 1	57	85	28	Student 1	55	58	3
2	Student 2	55	70	15	Student 2	55	55	0
3	Student 3	30	55	25	Student 3	50	57	2
4	Student 4	45	60	15	Student 4	50	57	2
5	Student 5	50	65	15	Student 5	50	45	-5
6	Student 6	37	50	13	Student 6	57	45	-2
7	Student 7	37	60	23	Student 7	57	57	0
8	Student 8	37	65	28	Student 8	30	50	20
9	Student 9	30	60	30	Student 9	35	50	15
10	Student 10	59	75	26	Student 10	55	49	-6
11	Student 11	36	69	30	Student 11	30	49	19
12	Student 12	30	65	35	Student 12	38	57	19
13	Student 13	30	65	35	Student 13	57	57	0
14	Student 14	50	70	20	Student 14	45	55	10
15	Student 15	43	75	32	Student 15	59	59	0
16	Student 16	43	75	32	Student 16	59	59	0
17	Student 17	40	75	35	Student 17	45	45	0

18	Student 18	37	66	29	Student 18	35	49	14
19	Student 19	50	78	28	Student 19	38	48	10
20	Student 20	50	80	30	Student 20	50	58	8
21	Student 21	50	78	28	Student 21	50	58	8
22	Student 22	50	78	28	Student 22	30	40	10
23	Student 23	50	60	10	Student 23	57	59	2
24	Student 24	50	65	15	Student 24	38	48	10
25	Student 25	57	90	31	Student 25	30	36	6
26	Student 26	57	90	31	Student 26	33	36	3
27	Student 27	30	66	36	Student 27	40	44	4
28	Student 28	35	50	15	Student 28	50	57	7
29	Student 29	40	45	5	Student 29	45	48	3
30	Student 30	50	59	9	Student 30	50	48	-2
	$\sum X$	1315	2034		$\sum X$	1383	1533	
	$\sum X_1$	43.83	67.8		$\sum X_1$	46.1	51.1	

The table above shows that the students score of Reading Comprehension at Al-Kautsar Boarding School

TABLE IV.9

**The analysis score of the Students' Reading Comprehension test
Both of experiment and control classes on pre-test
at Al-Kautsar Boarding School**

		Experiment				Control		
		X	(X-XI)	(X-XI) ²		X	(X-XI)	(X-XI) ²
1	Student 1	57	13.17	173.44	Student 1	55	8.9	79.21
2	Student 2	55	11.17	124.76	Student 2	55	8.9	79.21
3	Student 3	30	-13.83	191.26	Student 3	50	3.9	15.21
4	Student 4	45	1.17	1.36	Student 4	50	3.9	15.21
5	Student 5	50	6.17	38.06	Student 5	50	3.9	15.21
6	Student 6	37	-6.83	46.64	Student 6	57	10.9	118.81
7	Student 7	37	-6.83	46.64	Student 7	57	10.9	118.81
8	Student 8	37	-6.83	46.64	Student 8	30	-16.1	259.21
9	Student 9	30	-13.83	191.26	Student 9	35	-11.1	123.21
10	Student 10	59	15.17	230.12	Student 10	55	8.9	79.21
11	Student 11	36	-7.83	61.30	Student 11	30	-16.1	259.21
12	Student 12	30	-13.83	191.26	Student 12	38	-8.1	65.61
13	Student 13	30	-13.83	191.26	Student 13	57	10.9	118.81
14	Student 14	50	6.17	38.06	Student 14	45	-1.1	1.21

15	Student 15	43	-0.83	0.68	Student 15	59	12.9	166.41
16	Student 16	43	-0.83	0.68	Student 16	59	12.9	166.41
17	Student 17	40	-3.83	14.66	Student 17	45	-1.1	1.21
18	Student 18	37	-6.83	46.64	Student 18	35	-11.1	123.21
19	Student 19	50	6.17	38.06	Student 19	38	-8.1	65.61
20	Student 20	50	6.17	38.06	Student 20	50	3.9	15.21
21	Student 21	50	6.17	38.06	Student 21	50	3.9	15.21
22	Student 22	50	6.17	38.06	Student 22	30	-16.1	259.21
23	Student 23	50	6.17	38.06	Student 23	57	10.9	118.81
24	Student 24	50	6.17	38.06	Student 24	38	-8.1	65.61
25	Student 25	57	13.17	173.44	Student 25	30	-16.1	259.21
26	Student 26	57	13.17	173.44	Student 26	33	-13.1	171.61
27	Student 27	30	-13.83	191.26	Student 27	40	-6.1	37.21
28	Student 28	35	-8.83	77.96	Student 28	50	3.9	15.21
29	Student 29	40	-3.83	14.66	Student 29	45	-1.1	1.21
30	Student 30	50	6.17	38.06	Student 30	50	3.9	15.21
	$\sum x$	1315		2541.92	$\sum x$	1383		2839.50
	$\sum x^2$	43.83		9.36	$\sum x^2$	46.1		9.89

The table above shows that The analysis score of the Students' Reading Comprehension test Both of experiment and control classes on pre-test at Al-Kautsar Boarding School

From the calculation table Pre- Test on the experiment and control classes found that:

Experiment Class:

Finding the mean score of variable X

$$\begin{aligned}
 M(x) &= \frac{\sum X}{N} \\
 &= \frac{1315}{30} \\
 &= 43.83
 \end{aligned}$$

b. Finding standard deviation of variable X

$$\begin{aligned}
 SD_x &= \sqrt{\left\{ \frac{\sum X^2}{N-1} \right\}} \\
 &= \sqrt{\left\{ \frac{\sum 2541.92}{30-1} \right\}} \\
 &= \sqrt{\left\{ \frac{\sum 2541.92}{29} \right\}} \\
 &= \sqrt{87.65} \\
 &= 9.36
 \end{aligned}$$

Control class

Finding the mean of the variable y

$$\begin{aligned}
 My &= \frac{\sum X}{N} \\
 &= \frac{1383}{30} \\
 &= 46.1
 \end{aligned}$$

b. Finding standard deviation of variable y

$$\begin{aligned}
 SD(Y) &= \sqrt{\left\{ \frac{\sum X^2}{N-1} \right\}} \\
 &= \sqrt{\left\{ \frac{\sum 2839.50}{30-1} \right\}}
 \end{aligned}$$

$$= \sqrt{\left\{ \frac{\sum 2839.50}{29} \right\}}$$

$$= \sqrt{97.91}$$

$$= 9.89$$

TABLE IV. 10

**The Analysis Score of the Students' Reading Comprehension test
Both of Experiment and Control Classes on Post-Test
at Al-Kautsar Boarding School**

		Experiment				Control		
		X	(X-XI)	(X-XI) ²		X	(X-XI)	(X-XI) ²
1	Student 1	85	17.2	295.84	Student 1	58	6.9	47.61
2	Student 2	70	2.2	4.84	Student 2	55	3.9	15.21
3	Student 3	55	-12.8	163.84	Student 3	57	5.9	34.81
4	Student 4	60	-7.8	60.84	Student 4	57	5.9	34.81
5	Student 5	65	-2.8	7.84	Student 5	45	-6.1	37.21
6	Student 6	50	-17.8	316.84	Student 6	45	-6.1	37.21
7	Student 7	60	-7.8	60.84	Student 7	57	5.9	34.81
8	Student 8	65	-2.8	7.84	Student 8	50	-1.1	1.21
9	Student 9	60	-7.8	60.84	Student 9	50	-1.1	1.21
10	Student 10	75	7.2	51.84	Student 10	49	-2.1	4.41
11	Student 11	69	1.2	1.44	Student 11	49	-2.1	4.41
12	Student 12	65	-2.8	7.84	Student 12	57	5.9	34.81
13	Student 13	65	-2.8	7.84	Student 13	57	5.9	34.81
14	Student 14	70	2.2	4.84	Student 14	55	3.9	15.21
15	Student 15	75	7.2	51.84	Student 15	59	7.9	62.41
16	Student 16	75	7.2	51.84	Student 16	59	7.9	62.41
17	Student 17	75	7.2	51.84	Student 17	45	-6.1	37.21
18	Student 18	66	-1.8	3.24	Student 18	49	-2.1	4.41
19	Student 19	78	10.2	104.04	Student 19	48	-3.1	9.61
20	Student 20	80	12.2	148.84	Student 20	58	6.9	47.61
21	Student 21	78	10.2	104.04	Student 21	58	6.9	47.61
22	Student 22	78	10.2	104.04	Student 22	40	-11.1	123.21
23	Student 23	60	-7.8	60.84	Student 23	59	7.9	62.41
24	Student 24	65	-2.8	7.84	Student 24	48	-3.1	9.61
25	Student 25	90	22.2	492.84	Student 25	36	-15.1	228.01
26	Student 26	90	22.2	492.84	Student 26	36	-15.1	228.01

27	Student 27	66	-1.8	3.24	Student 27	44	-7.1	50.41
28	Student 28	50	-17.8	316.84	Student 28	57	5.9	34.81
29	Student 29	45	-22.8	519.84	Student 29	48	-3.1	9.61
30	Student 30	59	-8.8	77.44	Student 30	48	-3.1	9.61
	ΣX	2034		3598	ΣX	1533		1366.70
	$\Sigma x1$	67.8				51.1		

From the calculation table Post- Test on the experiment and control classes found that:

Experiment Class:

a. Finding the mean score of variable X

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{2034}{30} \\
 &= 67.8
 \end{aligned}$$

b. Finding standard deviation of variable X

$$\begin{aligned}
 SD_x &= \sqrt{\left\{ \frac{\sum X^2}{N-1} \right\}} \\
 &= \sqrt{\left\{ \frac{3598}{30-1} \right\}} \\
 &= \sqrt{\left\{ \frac{3598}{29} \right\}} \\
 &= \sqrt{124.06} \\
 &= 11.13
 \end{aligned}$$

Control class

a. Finding the mean of the variable y

$$\begin{aligned} M_y &= \frac{\sum X}{N} \\ &= \frac{1533}{30} \\ &= 51.1 \end{aligned}$$

b. Finding standard deviation of variable y

$$\begin{aligned} SD_y &= \sqrt{\left\{ \frac{\sum X^2}{N-1} \right\}} \\ &= \sqrt{\left\{ \frac{1366.70}{30-1} \right\}} \\ &= \sqrt{\left\{ \frac{1366.70}{29} \right\}} \\ &= \sqrt{47.12} \\ &= 6.86 \end{aligned}$$

a. Analysis of Pre-test Experiment and Control class:

$$\begin{aligned}
 T_o &= \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}} \\
 &= \frac{43.83 - 46.1}{\sqrt{\left\{\frac{9.36}{\sqrt{30-1}}\right\}^2 + \left\{\frac{9.89}{\sqrt{30-1}}\right\}^2}} \\
 &= \frac{43.83 - 46.1}{\sqrt{\left\{\frac{9.36}{\sqrt{29}}\right\}^2 + \left\{\frac{9.98}{\sqrt{29}}\right\}^2}} \\
 &= \frac{-2.27}{\sqrt{\left\{\frac{9.36}{5.38}\right\}^2 + \left\{\frac{9.98}{5.38}\right\}^2}} \\
 &= \frac{-2.27}{\sqrt{\{1.74\}^2 + \{1.85\}^2}} \\
 &= \frac{-2.27}{\sqrt{3.48 + 3.7}} \\
 &= \frac{-2.27}{\sqrt{7.18}} \\
 &= \frac{-2.27}{2.68} \\
 &= 0.84
 \end{aligned}$$

b. Analysis of Post-test Experiment and Control class:

$$\begin{aligned}
 T_o &= \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}} \\
 &= \frac{67.8 - 51.1}{\sqrt{\left\{\frac{11.13}{\sqrt{30-1}}\right\}^2 + \left\{\frac{6.86}{\sqrt{30-1}}\right\}^2}} \\
 &= \frac{67.8 - 51.1}{\sqrt{\left\{\frac{11.13}{\sqrt{29}}\right\}^2 + \left\{\frac{6.68}{\sqrt{29}}\right\}^2}} \\
 &= \frac{16.7}{\sqrt{\left\{\frac{11.13}{5.38}\right\}^2 + \left\{\frac{6.68}{5.38}\right\}^2}} \\
 &= \frac{16.7}{\sqrt{\{2.06\}^2 + \{1.24\}^2}} \\
 &= \frac{16.7}{\sqrt{4.24 + 1.53}} \\
 &= \frac{16.7}{\sqrt{5.77}} \\
 &= \frac{16.7}{2.40} \\
 &= 6.95
 \end{aligned}$$

b. Analysis both of Pre-test and Post-test Experiment and Control class:

$$\begin{aligned}
 T_o &= \frac{Mx - My}{\sqrt{\left\{\frac{SDx}{\sqrt{N-1}}\right\}^2 + \left\{\frac{SDy}{\sqrt{N-1}}\right\}^2}} \\
 &= \frac{23.97 - 5}{\sqrt{\left\{\frac{1.77}{\sqrt{30-1}}\right\}^2 + \left\{\frac{3.03}{\sqrt{30-1}}\right\}^2}} \\
 &= \frac{18.97}{\sqrt{\left\{\frac{1.77}{5.38}\right\}^2 + \left\{\frac{3.03}{5.38}\right\}^2}} \\
 &= \frac{18.97}{\sqrt{\{3.04\}^2 + \{1.77\}^2}} \\
 &= \frac{18.97}{\sqrt{4.24 + 1.53}} \\
 &= \frac{18.97}{\sqrt{4.81}} \\
 &= \frac{18.97}{2.19} \\
 &= 8.66
 \end{aligned}$$

c. To find out the significant percentage in experiment class of contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension

The formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23.97}{30} \times 100\%$$

$$P = 79.9 \%$$

So, the significant percentage in experiment class of contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension is 79.9 %.

d. To find out the significant percentage in control class of contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension

The formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{30} \times 100\%$$

$$P = 16.67 \%$$

So, the significant percentage in control class of contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension is 16.67 %.

The last step is to find the number of degree of freedom by using formula:

$$\begin{aligned} Df &= (N1-1) + (N2-1) \\ &= (30-1) + (30-1) \\ &= 58 \end{aligned}$$

The degree of freedom is 58.

B. Data interpretation

In this research consist of two variables X (Experimental group) and Y (control group) Variable X is the students by teaching reading by using Collaborative Strategic Reading (CSR) while variable Y is teaching reading by without using Collaborative Strategic Reading (CSR). The formulation of the problem in this research is to find out the significant contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension.

The formation about the means and the standard deviation of in teaching reading by using Collaborative Strategic Reading (CSR) and teaching reading by without using Collaborative Strategic Reading (CSR) can be seen in the following table.

TABLE IV.11

The significant of experiment and control class in pre-test of contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension

Group	N	M	SD	T _{calculation}	T _{table}
Experimental class (pre-test)	30	43.83	9.89	0.84	2.000
Control class (pre-test)	30	46.10	11.13		

The table shows that the mean of students who are taught by using Collaborative Strategic Reading (CSR) or experimental group is 43.83, while the mean of students Control group without using Collaborative Strategic Reading (CSR) is 46.10. The standard deviation of the students who are taught by using Collaborative Strategic Reading (CSR) is 9.89 and the standard deviation of the students without using Collaborative Strategic Reading (CSR) is 11.13, and the $T_{\text{calculation}}$ is 0.84. Because of the $T_{\text{calculation}}$ is lower than T_{table} , so, the significant is 1.16

TABLE IV.12

The significant of experiment and control class in post-test of contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension

Group	N	M	SD	$T_{\text{calculation}}$	T_{table}
Experimental class (post-test)	30	67.8	11.13	6.95	2.000
Control class (post-test)	30	51.1	6.86		

The table shows that the mean of students who are taught by using Collaborative Strategic Reading (CSR) or experimental group is 87.8, while the mean of students Control group without using Collaborative Strategic Reading (CSR) is 51.1. The standard deviation of the students who are taught by using Collaborative Strategic Reading (CSR) is 11.13 and the standard deviation of the students without using Collaborative Strategic Reading (CSR) is 6,86, and the $T_{\text{calculation}}$ is 6,95. Because of the $T_{\text{calculation}}$ is higher than T_{table} , so, the significant is 4.95

TABLE IV.13

The significant of both of Pre-test and Post-test Experiment and Control class

Group	N	M	SD	T_{calculation}	T_{table}
Experimental class (post-test)	30	23.97	1.77	8.66	2.000
Control class (post-test)	30	5	3.03		

The table shows that the mean of students who are taught by using Collaborative Strategic Reading (CSR) or experimental group is 23.97, while the mean of students Control group without using Collaborative Strategic Reading (CSR) is 5. The standard deviation of the students who are taught by using Collaborative Strategic Reading (CSR) is 1.77 and the standard deviation of the students without using Collaborative Strategic Reading (CSR) is 3.03. and the $T_{\text{calculation}}$ is 8.66. Because of the $T_{\text{calculation}}$ is higher than T_{table} , so, the significant is 6.66.

It can be interpreted as follows:

- a. H_0 is accepted if the $t_{\text{calculation}}$ is lower than the t_{table} . So, it can be said that there is significant different between both of the variable X and Y
- b. H_a is accepted if the $t_{\text{calculation}}$ is higher than t_{table} . So, it can be said that there is no significant different between both of the variable X and Y

C. The Hypothesis Examination

From the hypothesis calculation, the calculated is 8.66 by using t-table at the 05 level of significant and 60 degree of freedom ($30+30-2= 58$) resulted in a figure is 2.000. since the t-calculated is bigger than t-table, the null hypothesis (H_0) is accepted. Consequently the alternative hypothesis is rejected. It means that the use of Collaborative Strategic Reading (CSR) is able to help the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The teaching of reading comprehension on English should be presented through the teaching technique. Then, the teacher can present reading comprehension in a classroom by using several techniques. In Indonesia, reading comprehension is presented by using different classroom techniques. This is simply because the students have different background and style in this country. (Klingner & Vaughn, 1996) said that, one of the classroom techniques which can be applied is Collaborative strategic Reading (CSR). This technique combines reading comprehension strategy instruction with cooperative learning. In CSR, students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of the reading text. These reading strategies are preview, click and clunk, get the gist, and wrap-up.

Based on the data analysis, the writer concludes that: The mean of students who are taught by using Collaborative Strategic Reading (CSR) or experimental group is 23.97, while the mean of students Control group without using Collaborative Strategic Reading (CSR) is 5. The standard deviation of the students who are taught by using Collaborative Strategic Reading (CSR) is 1.77 and the standard deviation of the students without using Collaborative Strategic Reading (CSR) is 3.03. And the $T_{\text{calculation}}$ is 8.66. Because of the $T_{\text{calculation}}$ is higher than

T_{table} , so, the significant is 6.66. The hypothesis calculation, the calculated is 9.31 by using t-table at the 05 level of significant and 60 degree of freedom 58 resulted in a figure is 2.00. Since the t-calculated is bigger than t-table, the null hypothesis (H_0) is rejected. Consequently the alternative hypothesis is accepted. It means that the use of collaborative strategic reading is able to help the students' reading comprehension.

Collaborative strategic Reading (CSR) is one of material that can increase students' reading comprehension were best on the finding of the research that the students' reading comprehension at MA Al- Kautsar Islamic Boarding School can increase and based on the calculation, it is found that T-value is lower than T-table.

B. Suggestion

Based on the result of the data analysis, it can be concluded that there is a significance contribution of Collaborative Strategic Reading (CSR) on students' reading comprehension at Al- Kautsar Islamic Boarding School. The writer would like to suggest the following:

1. The Teacher.
 - a. The headmaster of Al- Kautsar Islamic Boarding School is suggested to provide the facilities of learning in order to support the teaching and learning process.
 - b. The teacher need to be able to provide a variety of suitable or interesting technique to implement the technique in teaching reading

and the teacher uses a good strategy in teaching and learning by using Collaborative Strategic Reading (CSR) to make learning effective, enjoyable and impressive.

2. The students

- a. The students must be able to choose method based on their purpose of study, so that they will be easy to learn reading in this technique, they are confident to be active learner.
- b. The student should try to understand using collaborative strategies reading in reading text.

They should read many books written in English, so they will be familiar with English words. Finally, the writer hopes that all this research findings, conclusions and suggestion will be beneficial contributions especially for both English Teachers and students of Al- Kautsar Islamic Boarding School, and all readers.

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Appendix 1

TEST READING COMPREHENSION

Respondent : The Second Year Students at MTS AL-Kautsar Boarding School
Name :
Class :

Direction

- **These questions are multiple choices**
- **These questions are used to know students reading comprehension**
- **These questions consist of 25 questions**
- **Choose one answer that you consider correct based on the questions.**

READING I

All around the world, people drink tea. But tea does not mean the same thing to every one. In difference countries, people have very different ideas about drinking tea. In China, for example, tea is always served when people get together. The Chinese drink it at any time of day, at home, or in a tea house. They prefer their tea plain, with nothing else in it.

Tea is also important in Japan. The Japanese have a special way of serving tea, called a tea ceremony. There is even a special room for it in Japanese homes. Another tea drinking country is England. In England the late afternoon is “tea time”. Almost everyone has a cup of tea then. The English usually make tea in a teapot and drink it with cream and sugar. They also eat cakes, cookies and little sandwiches at tea time.

In the United States people drink tea mostly for breakfast or after meals. Americans usually have in teapots. In the summer, many Americans drink cold tea called “ice tea”. They sometimes drink ice tea from cans, like soda.

1. Where do we can find a tea ceremony?
 - a. China
 - b. Japan
 - c. England
 - d. United State

2. According to the text, the statement below is true, except...?
 - a. In the United States people drink tea mostly for breakfast
 - b. The English usually make tea in a teapot
 - c. Tea ceremony is special even in England
 - d. We can fine Iced tea in Americans

3. What is main idea of last paragraph?
- a. How to drink tea time in other country
 - b. They sometimes drink iced tea from cans
 - c. People in United State drink tea after meals
 - d. Americans usually have tea in teapots
4. What is the suitable title for the text above?
- a. Tea time
 - b. Tea ceremony
 - c. Drinking tea
 - d. Iced tea
5. The word “they” in the last paragraph. Refers to....
- a. Iced tea
 - b. United State
 - c. Americans
 - d. English

READING II

There was once a frog that lived in a small pond with a turtle. They were tired of living in the pond. One day the frog said to the turtle, “can you tell me the best place in the world?” sorry I don’t know”. “Let’s ask Mrs. Bird. She knows well where the place is.”

They went to the road, passed the wood, turned the east and went straight. And last they saw her is bush. “Good morning, Mrs. Bird” said the frog. “can you tell me the best place in the world? I would like to live there.” The best place?” said Mrs. Bird. “go back down the road, turn west, go pass the wood and go straight on. Then you can find the best place in the world.”

They were very pleased and went off right away. At last they came to a pond. This is our home, said the turtle. “This is the best place in the world,” said the frog.

6. What is the purpose of the text?
- a. To describe something in general
 - b. To amuse the readers
 - c. To tell a particular thing
 - d. To retell about past events
7. Who knew well the best place in the world?
- a. The frog
 - b. The turtle
 - c. The fly
 - d. The bird
8. “..... at last *they* came to a pond.” (in the last paragraph). The word “they” refers to...
- a. Frog and bird
 - b. Frog and turtle
 - c. Turtle and bird
 - d. Turtle and friend

9. According to the text, the statement below is false, except....
- a. Mrs. Bird lived in a pond
 - b. The turtle know the best place in the world
 - c. They went back to the same pond
 - d. Frog and turtle lived in a big pond
10. The antonym of the word “west” in line 7 is...
- a. East
 - b. North
 - c. South
 - d. Northwest

READING III

Last week budi’s school had a camp. Budi did not join the camp because it was only for class 2. He is still in class 1 this year. The campsite was in a village near Kaliurang. It was about 10 Km south of mount Merapi. There was a stream with clean water nearby. And the air was cool and fresh. It was really a good place for camping.

All the students of class two had to go camping. But those who were sick could stay at home. Some of the teachers were also in the camp. The camping activity lasted for two days. The weather was good during the camp. Everybody had a useful experience. They all enjoyed the camp.

11. Why didn’t Budi take part in camping? Because.....
- a. He was sick last week
 - b. He joined the other activity
 - c. He didn’t like camping
 - d. He is still in the first year
12. What is the main idea of first paragraph?
- a. Budi’s school camp
 - b. Budi did
 - c. Budi is still in class 1 this year
 - d. It was real
13. The synonym of the word “stream” in line 3 is...
- a. Follow
 - b. Watercourse
 - c. Water
 - d. Village
14. “It was really a good place for camping”. (last sentence, paragraph two). The word “it” refers to...
- a. The campsite
 - b. The village
 - c. The stream
 - d. The air
15. What is the suitable title for the text above?
- a. Budi’s camping
 - b. Budi’s experience
 - c. Budi’s school activity
 - d. Budi’s teachers camping

READING IV

A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

He came to a stream which had very clear water. He started to walk across it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

Suddenly he stopped and looked down into the water. He saw a dog there looking back at him, also with a bone in his mouth. He did not know he was looking at himself.

He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast as I can."

16. What is in the mouth of dog?
 - a. Bone
 - b. meat
 - c. Juicy bone
 - d. Clear water

17. What is the suitable title for the text above?
 - a. A sweet dog
 - b. Juice bone
 - c. A big dog
 - d. A greedy dog

18. The synonym of the word "*wonderful*" in line 4 is....?
 - a. Fantastic
 - b. Bad
 - c. Sweet
 - d. Ugly

19. ".....to find a place to eat *it*." (In the first paragraph). The word "it" refers to...?
 - a. Dog
 - b. Juicy bone
 - c. Market
 - d. Water

20. What is the main idea of first paragraph?
 - a. The dog feels proud of himself
 - b. Juicy bone at the market
 - c. The dog quickly carried it in his mouth
 - d. The dog find a place to eat a it

READING V

Last Saturday was a public holiday. The students of SMP 1 Medan took a trip to parapat. They hired three buses. They were new and luxurious. In the morning the student woke up early. Their mothers prepared some food, drinks and fruits for them. Their parents took them to the school. The buses already there some students were in the buses. Their parents were waiting on both sides of the street. At six o'clock the buses left their school. The students looked very happy and started to sing.

At nine o'clock they reached Parapat. The students hurriedly got out of the buses and carried their things and food. They gathered under a big tree. After they took a rest, they had their meals. At about 10 o'clock some of the students changed into their swimsuits and ran into a boat for a sail.

21. What is the suitable title for the text above?
- a. A public holiday
 - b. A trip to Parapat
 - c. Planning go to Parapat
 - d. Parapat panorama
22. What is the purpose of this text?
- a. To describe something in general
 - b. To amuse the readers
 - c. To inform a particular thing
 - d. To retell about past event
23. How many buses did the students hire? They hire.....
- a. One buses
 - b. Two buses
 - c. Three buses
 - d. Four buses
24. How long did they spend in Parapat? They spend for In Parapat.
- a. Four hours
 - b. Five hours
 - c. Six hours
 - d. Seven hours
25. The antonym of word "happy" (line6) is.....?
- a. Cry
 - b. Sad
 - c. Hate
 - d. Angry

APPENDIX 2

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: The Chase
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Blackboard, Board Marker, Eraser
Time Allocation	: 2 x 45 minutes
Objectives	: The Students are able to comprehend the content of reading texts
Indicator	: The Students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The Activities of teaching and learning

1. Preparation

- The teacher reviews the lesson
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre activities
 - a. Greeting

- b. Give Stimulus
- c. Give Method of teaching by using CRS
- d. Doing classroom activities

➤ While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

➤ Post activities

- a. The teacher ask the students about the material by speak English based on their opinion
- b. The teacher give change for students ask about any something make them confused or don't understand about the lesson

3. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: The Vain Little Mouse
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Blackboard, Board Marker, Eraser
Time Allocation	: 2 x 45 minutes
Objectives	: The Students are able to comprehend the content of reading texts
Indicator	: The Students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The Activities of teaching and learning

1. Preparation

- The teacher reviews the lesson
- The teacher plans the time and the location
- The teacher makes lesson plan for each meeting
- The teacher provides some reading text

2. Procedure

- Pre activities
 - a. Greeting
 - b. Give Stimulus

c. Give Method of teaching by using CRS

d. Doing classroom activities

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Topic	: The Vain Little Mouse
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Time Allocation	: 2 x 45 minutes
Objectives	: The Students are able to comprehend the content of reading texts
Indicator	: The Students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The Activities of teaching and learning

a. Preparation

4. The teacher reviews the lesson
5. The teacher plans the time and the location
6. The teacher makes lesson plan for each meeting
7. The teacher provides some reading text

b. Procedure

8. Pre activities
 - a. Greeting
 - b. Give Stimulus

c. Give Method of teaching by using CRS

d. Doing classroom activities

9. While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

10. Post activities

a. The teacher ask the students about the material by speak English based on their opinion

b. The teacher give change for students ask about any something make them confused or don't understand about the lesson

c. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: On Sunday
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Blackboard, Board Marker, Eraser
Time Allocation	: 2 x 45 minutes
Objectives	: The Students are able to comprehend the content of reading texts
Indicator	: The Students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The Activities of teaching and learning

a. Preparation

1. The teacher reviews the lesson\
2. The teacher plans the time and the location
3. The teacher makes lesson plan for each meeting
4. The teacher provides some reading text

b. Procedure

5. Pre activities
 - a. Greeting
 - b. Give Stimulus

c. Give Method of teaching by using CRS

d. Doing classroom activities

4. While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

5. Post activities

a. The teacher ask the students about the material by speak English based on their opinion

b. The teacher give change for students ask about any something make them confused or don't understand about the lesson

c. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: What a Lovely Please
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Blackboard, Board Marker, Eraser
Time Allocation	: 2 x 45 minutes
Objectives	: The Students are able to comprehend the content of reading texts
Indicator	: The Students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The Activities of teaching and learning

a. Preparation

1. The teacher reviews the lesson
2. The teacher plans the time and the location
3. The teacher makes lesson plan for each meeting
4. The teacher provides some reading text

b. Procedure

5. Pre activities
 - a. Greeting
 - b. Give Stimulus

c. Give Method of teaching by using CRS

d. Doing classroom activities

6. While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

7. Post activities

a. The teacher ask the students about the material by speak English based on their opinion

b. The teacher give change for students ask about any something make them confused or don't understand about the lesson

c. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: What a Lovely Please
Skill	: Reading
Source	: Text Book
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a. Preparation

1. The teacher reviews the lesson
2. The teacher plans the time and the location
3. The teacher makes lesson plan for each meeting
4. The teacher provides some reading text

b. Procedure

5. Pre activities
 - a. Greeting
 - b. Give Stimulus

c. Give Method of teaching by using CRS

d. Doing classroom activities

6. While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

7. Post activities

a. The teacher ask the students about the material by speak English based on their opinion

b. The teacher give change for students ask about any something make them confused or don't understand about the lesson

c. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: The Wizard Oz
Skill	: Reading
Source	: Text Book
Teaching Aid	: White board, Blackboard, Board Marker, Eraser
Time Allocation	: 2 x 45 minutes
Objectives	: The Students are able to comprehend the content of reading texts
Indicator	: The Students find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and make inference from reading text.

The Activities of teaching and learning

a. Preparation

1. The teacher reviews the lesson
2. The teacher plans the time and the location
3. The teacher makes lesson plan for each meeting
4. The teacher provides some reading text

b. Procedure

5. Pre activities
 - d. Greeting
 - e. Give Stimulus

- f. DRTA Procedure
 - g. Doing classroom activities
6. While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

7. Post activities

- d. The teacher ask the students about the material by speak English based on their opinion
- e. The teacher give change for students ask about any something make them confused or don't understand about the lesson

c. Assessment

The teacher gives reading texts and the students answer the questions based on the text.

LESSON PLAN OF EXPERIMENTAL GROUP

Level	: Senior High School / Class 1
Topic	: The Wizard Oz
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4. The teacher provides some reading text

b. Procedure

5. Pre activities
 - h. Greeting
 - i. Give Stimulus

- j. Give Method of teaching by using CRS
- k. Doing classroom activities

6. While activities

The teacher explains the topic of the lesson by speak English and students pay attention the teachers' explanation

7. Post activities

- f. The teacher ask the students about the material by speak English based on their opinion
- g. The teacher give change for students ask about any something make them confused or don't understand about the lesson

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