



**THE USE OF COLLABORATIVE STRATEGIC READING TO
IMPROVE STUDENTS' READING COMPREHENSION
OF DESCRIPTIVE TEXT**

A Case of the Eight-Grade Students of SMPN 32 Semarang
in the Academic Year of 2018/2019

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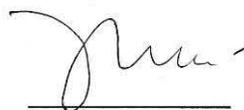
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APPROVAL

This Final Project, entitled **THE USE OF COLLABORATIVE STRATEGIC READING TO IMPROVE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT** has been approved by the Board of the Examination of the English Department of Languages and Arts Faculty of Universitas Negeri Semarang on July 31st, 2019

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DECLARATION OF ORIGINALITY

I am Cindy Maharani hereby declare that this final project entitled *The Use of Collaborative Strategic Reading to Improve Students' Reading Comprehension of Descriptive Text* (A case of Eight-Grade Students of SMPN 32 Semarang in the Academic Year of 2018/2019) is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, July 2019



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MOTTO AND DEDICATION

“Love the life you live. Live the life you love.”

(Bob Marley)

“Every positive thought is a silent prayer which will change your life.”

(Bryant McGill)

“If you want to live a happy life, tie it to a goal, not to people or objects.”

(Albert Einstein)

To my beloved Parents

To my sisters, Cynthia

To all my best friends

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First and foremost, I would like to express my gratitude to God the Almighty for the endless blessing and love, so I could accomplish this final project.

In this occasion, I would like to express my gratitude to:

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2. The head of English Department and all lecturers for the priceless knowledge, lessons, and helps;
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4. My great parents, Winarta Tatang and Endang Praningsih, my sisters, Cynthia Pratiwi for their love, pray, and supports during my study;
5. My best friends (Winda, Chandra, Bintang, Desi, Buana) for their supports, togetherness, helps and jokes.

Semarang, July 2019

A handwritten signature in black ink, appearing to read 'Cindy' in a cursive style, with the name 'cindy' written in a smaller, simpler font below it.

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ABSTRACT

Maharani, Cindy. 2019. *The Use of Collaborative Strategic Reading to Improve Students' Reading Comprehension of Descriptive Text (A case of Eight Grade Students of SMPN 32 Semarang in the Academic Year of 2018/2019)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Prof. Dr. Abdurrachman Faridi, M.Pd. Advisor II: Dra. Sri Suprapti, M.Pd.

Keywords: Reading, Descriptive Text, *Collaborative Strategic Reading strategy*.

This final project is based on a study which attempts to examine the effectiveness of using *Collaborative Strategic Reading strategy* for teaching reading descriptive text. The purpose of the study was to find out whether there is any significant difference in students' reading comprehension of reading test between those who were taught using *Collaborative Strategic Reading strategy* and those who were taught using conventional method.

This study applied a quasi-experimental design. This research design comprised try-out, pre-test, treatment, and post-test. The students in class VIII C, VIII D and VIII F were chosen to be the participants of the study. Class VIII C was the tryout participant. Meanwhile, class VIII F was chosen to be the control group and class VIII D was chosen to be the experimental group. The control group was taught by using conventional method (Grammar-Translation method) and the experimental group was taught by *Collaborative Strategic Reading strategy*.

The result of the study indicated that the group taught by *Collaborative Strategic Reading strategy* has better score in the test than the group taught by conventional method. In the pretest, the mean score of the control group was (69.65) and the experimental group was (70.65). The mean of post-test of experimental group (83.70) was higher than control group (76.55). Moreover, the t-test calculation presented that there was a significant difference level sig (-2 tailed) 0.012. Since sig value is lower than $\alpha = 0.05$ ($p_{value} < 0.05$) it can be concluded that there is significant difference from both of groups, control and experimental groups in post-test. Furthermore, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

In conclusion, it indicated that there were significant differences between control and experimental groups in the post-test. Moreover, from the observation result, there were only some students in the experimental group who taught using *Collaborative Strategic Reading strategy* got difficulties in comprehending reading descriptive text. Meanwhile, many students in the control group who taught using conventional method (*Grammar-Translation method*) got difficulties and most students were not interested in the learning process. It can be concluded that *Collaborative Strategic Reading strategy* can improve the students' ability in comprehending reading descriptive text, also can be a helpful strategy for summarizing ideas from students about topic given and it can encourages students to be critical and think by using the steps given.

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CHAPTER I

INTRODUCTION

This introduction chapter consists of topic, background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

English is one of the international languages that are used by people around the world for communication. Many people from different countries use English to communicate, not only in spoken but also in written form. Thus, English is known as lingua franca as Blake (1996) stated that English is used widely for purposes of commerce and science because English has virtually achieved the status of a world language.

English has four basic skills which are listening, speaking, reading, and writing. People learn English because they have their own motivation that depends on their needs, interests and sense values. “Students must be trained adequately in all basic language skills, understanding, speaking, reading, and writing” As the result the government always makes an effort to improve the quality of teaching (Alexander 1975: vii).

English has been a subject in many levels of education in Indonesia. Ministry of Education and Culture notified that English as a subject taught in schools from Elementary up to High Education level. Moreover, English is included as a subject for National Examination. In Indonesia educational system, the curriculum used for English teaching has been changed from period to period up to now. Curriculum 2013, recently has become the burning issue especially in the educational society, contain many standards. From that curriculum structure itself, it is also applied with a certain skills along with the certain competent that needs to be fulfilled for each subject, called *Kompetensi Inti* (core competences) and *Kompetensi Dasar* (basic competences). The most important thing is the basic competence, such as subjects, the subjects’ position, the subjects’ distribution in a

semester and their credits for each class (Kementerian Pendidikan dan Kebudayaan, 2013). By that new regulation and policy, it is hopeful that the Indonesian people gain the same level of education and competent as it is regulated in curriculum 2013. In the curriculum 2013, there are a number of built-in elements in the curriculum management, they are: teachers, books, students and supervising which will be explored in terms of the teachers' effort and readiness towards curriculum 2013.

Based on Curriculum 2013, English curricula for junior and senior high school stipulate that English subject should include four skills: listening, speaking, reading and writing. They are the basic skills where can improve the students' comprehension in English language. In addition, the teachers must play role here to improve their quality of teaching, so that the students' ability will improve too. Especially for reading skill, the students are expected not only to read fluently, but also comprehend the text completely. It means that students need to improve their reading skills in order to understand the materials. In mastering reading skill, there are several kinds of reading text that should be mastered by the 8th graders, such as descriptive, report, procedure, recount, and narrative.

According to McDonough and Christopher (1993), reading is the most important foreign language skill. Then, reading becomes essential for students in order to enrich their knowledge. It is in line with Grabe and Stoller (2001) who stated that reading is an essential means for learning new information. It means that reading is essential because it can help students to obtain new information in order to enhance their knowledge from the text that they read. In addition, Martha Rapp Ruddell (2005) stated that reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information to the reader as a form of communication. The reader's ability to construct meaning from the text depends on his or her ability to use information available in text. It may be new information or already known.

In short, it can be concluded that reading is a process which develops a text critically and creatively in order the reader can understand content of the text that delivered by the writer. Students should have mastery on reading skill and need to use their thinking to be critical readers. It means that they have to recognize what they read by interacting with their knowledge about the texts.

Teaching reading in the junior high school is not the same as teaching other skills of language. It needs a specific strategy to guide students to be able to comprehend the meaning of the text. In the reading skill, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information of the text, and understand the text conclusion. Nowadays, many variations of techniques are offered in teaching reading for developing students' reading comprehension. One of those techniques which are known to improve students' reading ability is Collaborative Strategic Reading (CSR). According to Klingner and Vaughn, Collaborative Strategic Reading (CSR) is a technique that have been designed to improve students' reading comprehension through small group discussion which students learn four strategies including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up". In addition, the students are working in groups, and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate question about the text. It means that students are given the opportunity to contribute their group by working together. As the result of the application of CSR, students are not only able to have better comprehension of a text but also learn to communicate in a small group. Thus, by involving activities of this technique, students are expected to resolve their problems in comprehending reading text. In addition, I used the research design for this research includes Try out Test, Pre-Test and Post-Test for experimental group (Using Collaborative Strategic Reading (CSR) strategy) and control group (Using Grammar-Translation method).

Based on the explanation above, I conducted the research entitled: “The Use of Collaborative Strategic Reading (CSR) To Improve Students’ Reading Comprehension of Descriptive Text (A case of Eight Grade Students of SMPN 32 Semarang in the Academic Year of 2018/2019)”.

1.2 Reasons for Choosing the Topic

I chose this topic because of some considerations.

First, this research focused on the use of teaching strategy by which implementing Collaborative Strategic Reading (CSR) strategy to improve the students’ reading comprehension and the process of teaching and learning reading. This study was determined by some reasons. Collaborative Strategic Reading (CSR) strategy may help the students to promote their thinking ability in reading comprehension. It builds a good interaction both between the teacher and the students. The students are working in groups, and they are taught to activate their prior knowledge to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate question about the text. It means that students are given the opportunity to contribute their group by working together. Thus, the students are not only able to have better comprehension of a text but also learn to communicate in a small group. In addition, Collaborative Strategic Reading (CSR) strategy leads students to resolve their problems in understanding reading text.

Second, reading skills needs to have a proper technique when being implemented in Junior High School level. This based on a consideration that Junior High School students tend to have difficulties when reading in terms of vocabulary mastery and content understanding. Consequently, students do not take reading comprehension as their favorite course as they encounter those problem when trying to understand the content of the reading passage. The students are exposed to a little interaction between teacher and students, and among students themselves that leads to a limitation of thinking and expressing ideas in order to respond what they read. This problem becomes more serious

since junior high school students are expected to gradually enhance their reading skill to improve their ability in employing English to prepare themselves in the higher level of education. Hence, by considering the problems encountered by students of junior high school, I intends to facilitate the students with a suitable technique in a reading course.

Third, I chose descriptive text because junior high school students are trained to use English to express what they know in a good way. Descriptive text may encourage them to become critically aware with their surroundings as they are expected to describe particular things, places, and people by using good structure of English sentences. Besides, descriptive text may also lead the students to practice English when they do sharing with their friends about what they know. Thus, it is expected that teaching descriptive text will gradually improve their skills and ability in using English as they learn to learn and share with each other.

1.3 Statement of the Problem

This study is intended to answer the following questions:

1. What is the result of teaching reading by using Collaborative Strategic Reading (CSR) strategy?
2. What is the result of teaching reading by using Grammar-translation method?
3. Which one is more effective to teach reading between Collaborative Strategic Reading (CSR) strategy and grammar-translation method?

1.4 Objective of the Study

The objectives of this study are as follows:

1. To find out the result of teaching reading by using Collaborative Strategic Reading (CSR) strategy.
2. To find out the result of teaching reading by using Grammar-translation method.
3. To find out which one is more effective between Collaborative Strategic Reading (CSR) strategy and Grammar-Translation method to teach

reading of descriptive text at eighth grade students of SMPN 32 Semarang.

1.5 Hypothesis

Hypothesis is an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation. In this case, hypothesis is a statement about the expected relationship between variables. It is a prediction of expected outcomes of the research. The problem statement identifies the phenomenon of interest. The hypothesis predicts how the phenomena will be related.

There are two hypotheses in this study that are working hypothesis and null hypothesis. Working hypothesis (H1): there is significant difference in the students' reading comprehension of particular texts after being taught using Collaborative Strategic Reading (CSR) strategy. Null hypothesis (H0): there is no significant difference in the students' reading comprehension of particular texts after being taught by Collaborative Strategic Reading (CSR) strategy.

1.6 Significance of the Study

Dealing with the purposes of study which would like to be achieved, this study is expected to give some benefits to English teaching learning development. These benefits can be categorized as the followings:

To answer the first objective that the results of teaching reading by using Collaborative Strategic Reading (CSR) strategy are useful for the teacher, the students and the researcher. Theoretically, it is expected to give a point of view about how it can improve the students' reading comprehension by giving them different teaching strategy. Practically, in the context of teaching and learning process, Collaborative Strategic Reading (CSR) strategy is expected to provide an interesting way to facilitate English teachers in teaching reading to students, especially reading of descriptive text. The results of this study will be useful to examine how far the students' mastery of reading skill and comprehension, and also as a reflection in order to increase and develop their method in teaching

reading. Pedagogically, the result of teaching reading by using Collaborative Strategic Reading (CSR) strategy is hoped that can be a source for the teachers and the researchers that they need a media or facilitator in teaching Junior High School student in order to attract the students' interest in learning process.

To answer the second objective that the result of teaching reading by using Grammar-translation method are useful for the teacher, the students and the researcher.

Theoretically, Grammar-translation method is expected to be able to strengthen some typically previous researches and give contribution in educational research development in Indonesia. Practically, in the context of teaching and learning process, Grammar-translation method is expected to provide an interesting way to facilitate the students by pointing out the grammar implied in each sentence and helped the students to translate those very sentences in teaching reading of descriptive text. The results of this study will be useful to examine how far the students' mastery of vocabulary. Pedagogically, Grammar-translation method will give us fundamental knowledge that it can be implemented in the classroom. Hopefully, it can be useful as the source of reference.

To answer the third objective that this research investigates which one is more effective between Collaborative Strategic Reading (CSR) strategy and Grammar-Translation method to teach reading of descriptive text at eighth grade students of SMPN 32 Semarang, and the result are useful for the teacher, the students and the researcher. Theoretically, Collaborative Strategic Reading (CSR) strategy is expected to be a solution for improving students' reading comprehension. Practically, Collaborative Strategic Reading (CSR) strategy is expected could be better than Grammar-Translation method. Collaborative Strategic Reading (CSR) strategy could be more effective media to enrich the students' reading comprehension skill without making them boring, even there are some disadvantages in implementing this strategy whether it is faced by the teacher or the students. Pedagogically, the result of this study can be useful in adding more information about *Collaborative Strategic Reading (CSR) strategy*,

specifically for English teachers who want to teach their students with this method. In addition, it can be used as the reference for other researchers who are interested in analyzing the effectiveness of *Collaborative Strategic Reading (CSR) strategy* in teaching reading.

1.7 Scope of the Study

This research was conducted to find out the effectiveness of Collaborative Strategic Reading (CSR) strategy for teaching reading of the eighth grader of SMP Negeri 32 Semarang. Generally, Collaborative Strategic Reading (CSR) strategy is one of reading strategies to teach students in Junior High School. This strategy is suitable for all kinds of text, but I only focuses on descriptive texts which are suitable on syllabus for eighth grade. Based on this reason, I conducted a research that applied Collaborative Strategic Reading (CSR) strategy to teach reading descriptive texts in eighth grade of Junior High School.

1.8 Definition of the Keyterms

This section will explain about definition and limitation of the study.

1. Collaborative Strategic Reading (CSR) Strategy

Collaborative Strategic Reading (CSR) is a set of comprehension strategies designed to improve students' reading comprehension which is the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group discussion).

2 Reading

Reading is the activity of getting the message and understanding to the written symbols that are written by the authors. In addition, reading is an active process to get or understand ideas, which are symbolized by a written or printed language as a piece of communication.

3. Descriptive Text

Descriptive text is a text which describes something and includes of the characteristic and qualification of something, someone, or somewhere. It tells the readers with detail information that can help them to imagine and to describe in their mind about what the content of the text.

1.9 Outline of the Study

This study is divided into five chapters. It will be explained on the below:

Chapter I is introduction. This chapter discusses background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, and outline of the study. This chapter discusses about background of the study which explain about the background that related with my research. Then, it explains my reasons why I wrote this final project and why I choose this topic. In addition, it explains about the research problems and purposes of the study that I get after I write this final project. The last, outline of the study which summarizes of each chapters.

Chapter II is review of related literature. This chapter describes review of previous studies, review of theoretical study, and theoretical framework. First, this chapter describes the review of previous studies which is related with my topic and many references to help me write this final project. Second, this chapter describes the review of theoretical study, some theories which support the implementation of the study such as the definition of reading according to experts, teaching reading, general concept of reading, explanation about descriptive text, and Collaborative Strategic Reading (CSR) strategy. The last is about the figure of theoretical framework of the research.

Chapter III is research methodologies. This chapter explains the methods of study which include research design (the research method used), population (subject of research), sample (small proportion from population selected for observation) and sampling technique (the method that I used to take sample), research variables (independent and dependent variable of research) and hypotheses (the tentative statement about the outcome), instrument for collecting

the data (the test), method of collecting the data (try out, pre-test, treatment, post-test), and method of analyzing the data (validity, reliability, normality, homogeneity and t-test analysis).

Chapter IV is data analysis and discussion. This chapter concerns with the result of the study based on data analysis and discussion of research findings such as the analysis of Try Out Test, validity, reliability, normality test of pre-test, homogeneity of pre-test, descriptive statistics of both group, mean score differences between both group, paired sample t-test of experimental group result and paired sample t-test of control group result. The result of the study indicated that the group taught by *Collaborative Strategic Reading strategy* has better score in the test than the group taught by conventional method. In the pretest, the mean score of the control group was (69.65) and the experimental group was (70.65). The mean of post-test of experimental group (83.70) was higher than control group (76.55). Moreover, the t-test calculation presented that there was a significant difference level sig (-2 tailed) 0.012. Since sig value is lower than $\alpha = 0.05$ ($p_{value} < 0.05$) it can be concluded that there is significant difference from both of groups, control and experimental groups in post-test. Furthermore, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Chapter V explains about conclusions and suggestions. This chapter describes the conclusions and suggestions of my research. It gives the conclusion of the study and suggestion for me, the students, English teacher, and further researcher. The conclusion, it indicated that there were significant differences between control and experimental groups in the post-test. Moreover, from the observation result, there were only some students in the experimental group who taught using *Collaborative Strategic Reading strategy* got difficulties in comprehending reading descriptive text. Meanwhile, many students in the control group who taught using conventional method (*Grammar-Translation method*) got difficulties and most students were not interested in the learning process. It can be concluded that *Collaborative Strategic Reading strategy* can improve the students' ability in comprehending reading descriptive text, also can be a helpful strategy for

summarizing ideas from students about topic given and it can encourages students to be critical and think by using the steps given.

CHAPTER II

REVIEW AND RELATED LITERATURE

Chapter II is review of the related literature, which presents a review of the previous studies, review of the theoretical background, and review of the theoretical framework. The review of theoretical study provides theories that support this study.

2.1 Review of the Previous Studies

Review of the previous studies consists of the some researches that have done. They can be used as references in this study. Is in this topic include the researches below.

Rosalina (2014) had done the research in using Collaborative Strategic Reading (CSR) technique at the second grade of SMA PGRI 109 Tangerang, Jakarta. The aim of her research was improving the students' reading comprehension of narrative text by used Collaborative Strategic Reading (CSR) technique. In this study, she was using quasi-experimental method which divided into two classes (experimental class and control class). In experimental class, she is teaching reading narrative text by using Collaborative Strategic Reading (CSR) technique and in control class teaching reading narrative without using Collaborative Strategic Reading (CSR) technique. Then, the result showed that students' mean scores of posttest in experimental class higher than in control class. The result of this study can be concluded that Collaborative Strategic reading (CSR) technique can influence students' reading comprehension of narrative text. Saputra (2012) had done the study using Collaborative Strategic Reading (CSR) technique at the first grade of SMAN 1 Tulang Bawang Tengah, Lampung. The aim of his research was to find out if Collaborative Strategic reading (CSR) technique is appropriate and effective to be used in increasing students' reading comprehension in average level education. . In this study, he was using pre-experimental which only uses one-group pretest-posttest design. The research applied a single case that observed at two time points, one before the

treatment and one after the treatment. No control group or comparison group is employed. After being taught through Collaborative Strategic reading (CSR) technique, the research drew a major conclusion that there was a significant increase of students' reading comprehension. It can be concluded that Collaborative Strategic Reading (CSR) technique is appropriate to be used in increasing students' reading comprehension for young learner. Beside the researches above, there are also some international education research papers about several techniques. Schumm (1998) conducted a study by using Collaborative Strategic Reading (CSR) strategy. This research was conducted by eighth grader students with low learning abilities who used English as a second language. In this study, students learn to use modified teaching methods in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions). I found that CSR was effective in improving reading comprehension for most of the students with low learning abilities. I choose the researches above Rosalina (2014), Saputra (2012) and Schumm (1998) because I interested to make the research in using Collaborative Strategic Reading (CSR) and it also can be references to support my research further (Rosalina:2014), (Saputra:2012), (Schumm:1998).

Salasa (2013) conducted a study by using Team Game Tournament (TGT) strategy to improve students' reading skill in report text a case of second grade at Madrasah Aliyah Negeri Purworejo in the academic year 2012/ 2013. The aim of his research was to find out if Team Game Tournament (TGT) strategy is appropriate and effective to improve students' reading skill. He used two classes for the control group and experimental group in order to examine the effectiveness of teaching reading using this method. After analyzing the data from the two classes given different treatment, the result of the score comparison of control group and experimental group is quite significant. There is no change of score in control group which received no treatment. On the other hand, the experimental group which received treatment got a better change. It shows that the mean of post- test in the control group (67.81) was lower than the mean of post test in

experimental group (76.56). It is meaning that using Team Game Tournament as a strategy in teaching reading to improve students reading skill of the second grade students of MAN Purworejo is effective. Khumaidilah (2015) conducted a study by using Team Game Tournament (TGT) strategy to improve reading comprehension in case of eighth grade students of SMP IT Insan Cendekia. This research is aimed at knowing the problem faced by the eighth grade students and the English teacher of SMP IT InsanCendekia in the teaching and learning narrative text using their currents student's worksheet, and also to know the steps to develop students' worksheet of narrative text using Team Game Tournament to improve students of the eight grade of Junior High school's reading comprehension. The Research and Development (RnD) approach was carried out by having preliminary research, need analysis, designing the prototype, expert validation, revision process and describing the research result. The subject of study was the eighth grade students of SMP IT Insan Cendekia. The steps in developing *Student's Worksheet of Narrative Text Using Team Game Tournament* were followed by other steps after the preliminary research that was expert validation, try-out and revision. The result of expert validation for the prototype was very good. Meanwhile, the result of the try-out showed that the students' score mean improved 10.26 point from 60.12 to 70.38. Therefore, it can be concluded that *Student's Worksheet of Narrative Text Using Team Game Tournament* has a good benefit to be used. In addition, the future researchers should conduct better research and development of student's worksheet to improve Junior High School students' reading comprehension. Moreover, I interested with both studies because it showed that it will be more fun for students to learn about reading comprehension if they had high interest to the topic given by using fun learning (Salasa:2013), (Khumaidilah:2015).

Artasih (2016) conducted a quasi experimental research aims whether Say Something strategy is effective for the teaching reading narrative or not. There are seventy four students of tenth grade in SMA Negeri 6 Semarang in the academic years 2015/2016 participating in this research which were categorized into two groups, experimental and control group. To ease the understanding, the result was

presented in the form of statistical data. Based on the analysis result of the research, it shows that the use of Say Something strategy is more effective than the use of the regular method for teaching reading narrative. This is shown by the post test score of the experimental and control group, which is 72.63 for the experimental group and 64.22 for the control group. In addition, the result of Sig. (2-tailed) of T-test which is 0.000 explains that there is a significant difference between the students who are taught by using Say Something strategy and those who are taught by using regular method in teaching reading narrative. Based on the result, this method is effective to improve students' reading comprehension. Prihartini (2014) conducted a study using say something strategy toward students' reading comprehension. The purpose of this research was to examine the influence of Say Something strategy in English Subject; especially for teaching reading. This research used an experimental method which is divided into two group's classification; an experimental class and control class. In the experimental class, the researcher gave the treatment by using Say Something Strategy and another class by using Questioning. The subjects were class VIII C as experimental class, and VIII B as control class. To see the quality of the questions, the researcher gave the pre-test and post-test for both classes. The result of this data analysis, it showed that the conclusion that Say Something strategy gave the effect in reading comprehension technique. It showed when the researcher got the significance score between the class that was using Say Something, and the class without this technique. I choose this research because I think it is the unique strategy in improving student's reading comprehension (Artasih:2016), (Prihartini:2014).

Adams (2013) from Holy Child College of Education, Takoradi Ghana conducted a study about the use of jigsaw technique to improve student's reading skill. The aim of his study was to improve upon cooperative learning with the use of jigsaw technique in six students of Holy Child Practice Primary School. Based on this research, the pupils naturally developed the interest of working with their colleagues and through that they learnt from each other and hence learnt better. They also cultivated good attitudes from each other. The observation conducted

by me after the intervention also confirmed that most of the pupils were able to take active part in the lesson by answering questions during and after the lesson. The result of his study revealed that jigsaw is a very useful technique. I interested with this technique because it is effective for the young learner, and it will be my reference in conducting a research about reading strategy. Meng (2010) conducted the experimental study in Qingdao University of Science and Technology, China. The aim of his study was to introduce jigsaw technique and control class by using traditional pedagogy. He stated that jigsaw cooperative learning approach is one of the most effective ways of teaching English reading in college. There is some strength that can be found in reading class: 1) According to pre-test and post-test result, pretest score for the control class is little bit higher than experimental class score but then, after three months cooperative learning, the students in experimental class improved themselves in English reading. The result of the post-test shows students in experimental class have higher score than students who are in control class. The mean of experimental class in pre-test is 10.96, in post test 13.10. I interested with this study because his study proved that the cooperative learning was more effective than traditional approaches in teaching reading (Adams:2013), (Meng :2010).

2.2 Review of the Theoretical Study

This section consists of some key term which important in this study. I took some theories related to the topic from many sources.

2.2.1 Concept of Collaborative Strategic Reading (CSR) Strategy

Collaborative Strategic Reading (CSR) is one type of reading comprehension strategy that is designed to improve learners strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn in 1998. They state that “Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students’ reading comprehension and building vocabulary and also working together cooperatively.” It means that CSR is a technique that can improve students’

reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Moreover, Bremer stated that Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: Modified reciprocal teaching and cooperative learning. In this statement, reciprocal teaching means teacher and students are working together in predicting, clarifying, questioning, summarizing, and the reading materials. It means that Collaborative Strategic Reading (CSR) designed as an activity through some strategies by working together.

According to the *Oxford Advanced Learner's Dictionary of English*, Collaborative Strategic Reading /kə'labərətɪv/ /strə'ti:dʒɪk/ /'ri:diŋ/ means the action of a person who working together by or involving two or more parties that relating to the identification of long-term or overall aims and interests in case for the reading action.

The concept of this strategy is engaging students to work in small cooperative groups and applying four reading strategies: *Preview*, *Click & Clunk* (*fix-it strategies*), *Get the Gist* (*main idea*), and *Wrap Up* (*summarizing and questioning strategies*). Klingner and Vaughn describe the four strategies as follows:

- a. *Preview*: Prior to reading, students recall what they already know about the topic and to predict what the passage might be about.
- b. *Click and Clunk*: During reading, students monitor comprehension by identifying *clunks*, or difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense.
- c. *Get the Gist*: During reading, students restate the most important idea in a paragraph or section.
- d. *Wrap-up*: After reading, students summarize what has been learned and generate questions that a teacher might ask on a test. In this activity, the students can generate “five W”s and one H” (who, what, when, where, why and how) questions about the crucial information in the text to help them check their reading comprehension.

During Collaborative Strategic Reading (CSR), students are divided into small groups that consist of 4-6 students each group, and perform a different role. In this technique, role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. In addition, students are assigned roles in Collaborative Strategic Reading (CSR) lessons that they must fulfill together. Possible roles include the following:

- a. Leader: Tells the group what to read next and what strategy to use next.
- b. Clunk Expert: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunk(s).
- c. Gist Expert: Guides the group toward getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details.
- d. Announcer: Calls on group members to read a passage or share an idea.
- e. Encourager: Give feedback and encourages all group members to participate and assist one another.
- f. Timekeeper: sets the time for each portion of CSR.

Meanwhile, the role of the teacher in CSR is connecting each group, clarifying the clunks, and providing assistance. The following materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques. Possible materials include the following:

1. Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration:
 - a) Providing clues that help students predict what they will be learning
 - b) Having one main idea in a paragraph
 - c) Providing context that helps students connect information
2. Clunk cards. Each of the clunk cards contains fix-up strategy. Fix-up strategies included in the clunk cards are:
 - a) Reread the sentence with the clunk and look for key ideas to help you figure out the word - think about what makes sense
 - b) Reread the sentences before and after the clunk looking for clues
 - c) Break the word apart and look for smaller words that you know.

3. Cue cards. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role.
4. Timer (optional). Timers that students set by themselves can help groups to remain on task.
5. Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

Based on the explanation above, it can be concluded that in CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as; charts, pictures and diagrams. Through this process, the readers predict what they will learn from the text and engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills. In Collaborative Strategic Reading (CSR) all students are actively involved, and everyone has the opportunity to contribute as group members understand the text with CSR.

2.2.2 Concept of Reading Purposes

When people read something, they have their own purpose. For example when they read a newspaper the purpose is to get information. When they read a comic the purpose is to get the pleasure. As stated by Aebersold, people read because they have a purpose. Some people read the text because their purposes want to find the information of the text.

Some linguists have explanation about the purpose of reading. According to Nuttall (2005), the main purpose of reading is to get the meaning or the message from a text. In reading activity, the readers have a major purpose to get the information of the text. Another idea stated that, generally the mainly purpose of reading is to get new information and pleasure. Based on McDonough & Shaw at the previous, reading activities is not merely getting the point of the text but also provide fun. The readers' purpose may want to gain meaning and pleasure.

In addition, Williams (1984) usefully classifies reading into:

- a. Getting general information from the text.
- b. Getting specific information from a text.
- c. For pleasure or for interest.

2.2.3 Concept of Reading Comprehension

Reading is viewed as one of the important skills in learning English as a foreign language. It is in line with McDonough (2003) who said that “as a skill, reading is the most important foreign language skill”. It can be seen that reading becomes the most important skill because in some cases students have to read the English material to understand the written text. Furthermore, Beatrice stated that “reading will be useful if someone can read many different materials and being able to understand them”. It means that reading is an important tool that can give so much helps in life. Reading can be as a tool for transferring the idea to the reader.

Linse (2006:69) in her book defines reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text. Similarly, Grabe and Stoller (2002: 9) define that “reading is the ability to draw meaning from printed page and interpret this information appropriately.” Based on Grellet’s statement (1990:3), he said that “reading is a process of guessing. In the process of guessing, the information which students interpret sometimes is not same with what the author means, so the students must be early taught to use their basic knowledge in knowing the meaning of the text they read.”

According to the *Oxford Advanced Learner's Dictionary of English*, reading /'ri:diŋ/ means the action of a person who reads (something) books, newspapers, etc.

Reading comprehension is not only to get information but it is the process of understanding and constructing meaning from a piece of text. According to Stahl (2005: 144), what is meant by reading comprehension is that the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. To do so, readers engage in inferential processes which, if all goes well, result in a coherent mental network representation of the text. On the other hand, Lems, et al (2010: 170) state that:

“Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive. In addition to those definitions of reading comprehension, comprehension is evident when readers can:

- a. Interpret and evaluate events, dialogue, ideas, and information.
- b. Connect information to what they already know.
- c. Adjust current knowledge to include new ideas or look at those ideas in a different way.
- d. Determine and remember the most important points in the reading.

Fluent readers need some strategies to help them in comprehending reading materials. Gebhard describes what they have to do in comprehending reading text:

- a. Skip the unknown words
- b. Predict meaning by relating the context of the text
- c. Do not translate each word
- d. Have schemata about the text
- e. Draw a conclusion by using pictures or illustration
- f. Read things of interest
- g. Repeating reading activity to check comprehension

According to the *Oxford Advanced Learner's Dictionary of English*, reading comprehension /'ri:diŋ/ /kɒmpri'hɛnʃ(ə)n/ means the ability to understand about the action of a person who reads (something) books, newspapers, etc.

In sum up, from the explanations were given by linguists above related for understanding of reading, I conclude that reading comprehension is an important skill that includes specific skills like comprehending, interpreting, organizing idea, recalling the experience and getting the meaning from the text. Thus, the readers need to maximize their eyes and brain to grasp the author's message while they are reading. Again, they have the schemata to get easily in comprehending the text.

2.2.4 Teaching Reading for Eighth Grade Students in Junior High School

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand. Brown (in Milaningrum,2011:16) said that “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge.”

English is the subject that being thought in Junior high school. As a non-native English speaker, the students feel upset about English subject during learning process in the classroom due to monotonous activities. Teaching reading for eighth grader junior high school in Indonesia should follow the core competence and basic competence that are issued by the Indonesian government. In SMPN 32 Semarang, the curriculum that is used is *Curriculum 2013*. The curriculum is not the same as the previous curriculum called KTSP (Kurikulum Tingkat Satuan Pendidikan) especially for the language learning steps in teaching learning process.

Harmer (2010:101) suggests six principles in teaching reading. They are as follows:

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged in what they are reading.

3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
4. Prediction is a major factor in reading.
5. Match the task to the topic when using intensive reading texts.
6. Good teachers exploit reading texts to the full.

2.2.5 Concept of Descriptive Text

One of genres that Junior High School students will learn is Descriptive text. Based on Competency Standard (Standar Kompetensi) and Basic Competency (Kompetensi Dasar), the second year students are expected to be able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive text that interact with people in the nearest environment.

According to Djuharie, he said that descriptive text is a text which describes and gives more detail information about particular people, thing, place and animal. It means that descriptive text tells the readers to know about something specifically by giving characteristic of something which described. In addition, Djuharie defined that the purpose of descriptive text is to describe people, thing, place, and animal. Students read descriptive text might be basically to know way of describe someone, something or somewhere. It means the reader can get information about characteristic, qualification, parts, and so on.

Moreover, Oshima and Ann Houge (2007) stated that descriptive text tells about the senses how something looks, feels, smells, tastes, and sound. It shows how the reader can feel and imagine the description of text. Whereas, Buscemi (2002) argued that the fundamental to describe is appealing to the senses (sight, hearing, and touch). Based on this statement, it means that in describing something, it needs to explain what people see, hear, and feel.

According to the *Oxford Advanced Learner's Dictionary of English*, descriptive text /dɪ'skriptɪv/ /tɛkst/ means the written work chosen or set as a subject of study in describing or classifying an objective and non-judgmental way.

2.2.5.1 Purpose of Descriptive Text

According to Djuharie, the purpose of descriptive text is to describe people, thing, place, and animal. Students read descriptive text might be basically to know way of describe someone, something or somewhere. It means the reader can get information about characteristic, qualification, parts, and so on.

Meanwhile, according to Anderson and his sister stated that the purpose of descriptive text is to tell about subject by describing the characteristic without including personal opinions, the example of descriptive text are description of a particular building, description of a specific animal, description of a particular place, and description of a specific person. The aim of description is to enable the reader what something looks like. It attempts to paint a picture with words. In this sense, the description also attempts to put the reader directly in touch with the physical world within the readers' senses. Description helps the readers visualize a scene or a person and understand the related sensation or an emotion. It also helps students to organize their thinking as well as their writing, and to be able to communicate thoughts and ideas clearly to the reader.

Based on those statements above, descriptive text has a purpose to describe a particular person, places, animals, and things that tells about their characteristics and qualification. Then, it helps the reader to imagine what the text is about.

2.2.5.2 Schematic Structures of Descriptive Text

Descriptive text has several significant characteristics which a reader may use as standard to guide his or her reading effectively. The schematic structure of descriptive paragraph consists of identification and description.¹⁶ Identification mentions phenomenon to be described, while the description describes the parts, the qualities, and the characteristics of what has been described.

In conclusion, the schematic structure is important to organize a good descriptive paragraph. It can help to see the organization of description clearly. So, the reader can easy to get imagination of description.

The example of schematic structure of descriptive text:

My Best Friend

I have a lot of friends. But my closest friend is Farida Sophia. Farida is my classmate.

She is not tall or short. She is medium height. She is quite slim. She has dark, curly hair and brown eyes. Her skin is fair. She is beautiful and elegant. She is energetic and sometimes very funny. She behaves politely towards everybody. People frequently think she is an African offspring, but she is actually a Javanese genuine. She comes from Jogjakarta, but she moved to Jakarta Last year. She looks more beautiful when she is smiling.

Farida is pleasing peer. I am happy to spend my time with her. She is always available to help her friends who are in trouble. She is never angry with any friends who try to annoy him. Because she is so smart, most of her classmates seek her to explain any difficulties in any school subjects. I am proud of having such best friend.



TITLE



IDENTIFICATION

DESCRIPTION

DESCRIPTION

Source: Adams (2013), available at:

[http://www.pakinsight.com/pdffiles/ijep%201\(6\),%2064-74.pdf](http://www.pakinsight.com/pdffiles/ijep%201(6),%2064-74.pdf)

2.2.5.3 Linguistic Features of Descriptive Text

According to Hartono in his book about linguistic features of descriptive text, he assumed that the linguistic features of description are: first, focus on specific participants. Second, use of attribute and identifying processes. Next, using of classifier in nominal groups. The last is using simple present tense.

In addition, linguistic of descriptive text includes verb in present time, use adjective to describe the feature of the subject, and topic sentences to begin paragraph and organize the various aspect of the description. Based on those statements, it means that linguistic features of descriptive text consist of specific participant who describes it, use simple present and also use attributive to identify it. I try to identify linguistic feature from the previous descriptive text above. It is as following:

No	Linguistic Features	Examples								
1	Specific Participants	Farida Sophia								
2	Simple Present Tense	<ul style="list-style-type: none"> ▪ I <u>have</u> a lot of friends. ▪ She behaves politely towards everybody. ▪ People frequently <u>think</u> she is an African or American offspring, but she is actually a Javanese genuine. ▪ She <u>looks</u> more beautiful when she is smiling. 								
3	Action Verb	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Think</td> <td>Try</td> </tr> <tr> <td>Come</td> <td>Seek</td> </tr> <tr> <td>Looks</td> <td>Annoy</td> </tr> <tr> <td>Spend</td> <td>Explain</td> </tr> </table>	Think	Try	Come	Seek	Looks	Annoy	Spend	Explain
Think	Try									
Come	Seek									
Looks	Annoy									
Spend	Explain									
4	Use of adjective	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Tall</td> <td>Short</td> </tr> <tr> <td>Medium height</td> <td>Curly</td> </tr> <tr> <td>Quit slim</td> <td>Beautiful</td> </tr> <tr> <td>Dark</td> <td>Angry</td> </tr> </table>	Tall	Short	Medium height	Curly	Quit slim	Beautiful	Dark	Angry
Tall	Short									
Medium height	Curly									
Quit slim	Beautiful									
Dark	Angry									
5	Linking Verb	<ul style="list-style-type: none"> ▪ Is ▪ Am 								

Figure 2.1 Language Features of Descriptive Text

2.3 Theoretical Framework

Reading skill is one of the language skills which are needed to be mastered by students, including of Junior High School. Reading is viewed as one of the important skills in learning English as a foreign language. This study is drawn from the theory McDonough (2003) who said that “as a skill, reading is the most important foreign language skill”.

Then, Linse (2006) in her book defines reading as a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. In other words, reading is a process of understanding the meaning of written forms. The reader has to have ability to decode letters, words, and sentences that have been presented by the writer. Moreover, the reader has to be able to comprehend the written text. Comprehending means the ability of the reader to understand and gain the meaning from what has been read in the written text.

During the reading process, I used Grellet (1990) that he stated “reading is a process of guessing. In the process of guessing, the information which students interpret sometimes is not same with what the author means, so the students must be early taught to use their basic knowledge in knowing the meaning of the text they read.”

It can be concluded from the theories above that reading is the activity of getting the message and understanding to the written symbols that are written by the authors. In addition, reading is an active process to get or understand ideas, which are symbolized by a written or printed language as a piece of communication. During this process, in getting the meaning of reading, the reader use their knowledge and interpretation of what is the writer meant in the text.

The teacher should apply an appropriate technique in teaching reading, based on Harmer (2010), he suggests six principles in teaching reading. Moreover, should be an interesting technique to develop students’ reading comprehension. The researcher uses one of the cooperative learning techniques,

that is Collaborative Strategic Reading (CSR) as a technique to teach reading in order to improve the students' reading comprehension.

Collaborative Strategic Reading (CSR) is one type of reading comprehension strategy that is designed to improve learners strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn (1998), they stated that "Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students' reading comprehension and building vocabulary and also working together cooperatively." It means that CSR is a technique that can improve students' reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity. This strategy will be beneficial for students for promoting better learning, improving student motivation, and increasing enjoyment of the learning experience by working in a group.

The use of Collaborative Strategic Reading (CSR) strategy is expecting that the students will improve their ability in reading. The success of this implementation will be reached if both the teachers and students play their role as effective as it should be.

In brief, I used a figure to make explanation above simple. Here was the following figure:

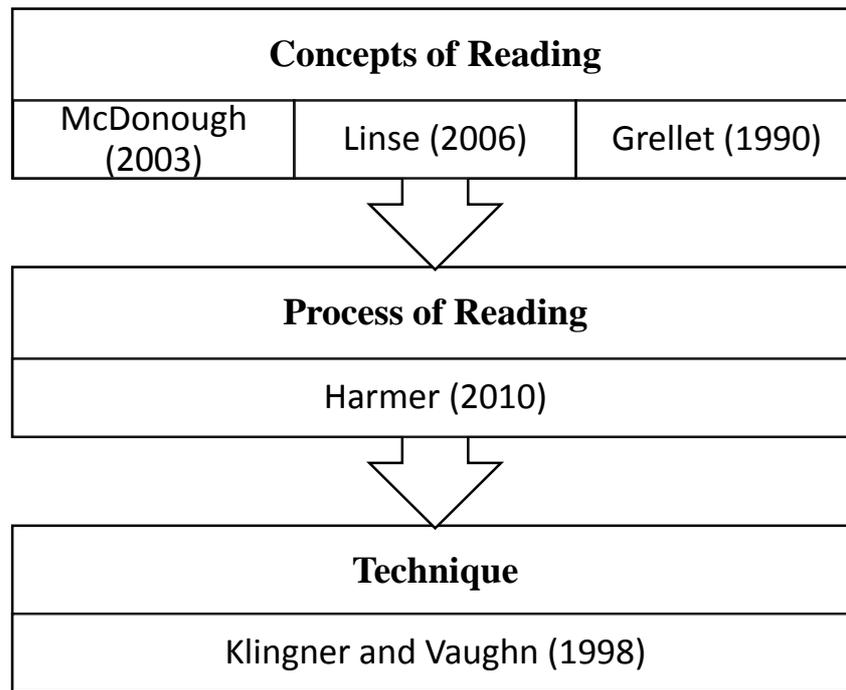


Figure 2.2 Theoretical Framework

From the figure above, I used the theory of McDonough (2003), Linse (2006) and Grellet (1990) to explain the concepts of reading. The process of reading used the theory of Harmer (2010) then I used the theory from Klingner and Vaughn (1998) to explain Collaborative Strategic Reading (CSR) strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, conclusions and suggestions are presented on the basis of the results and findings of the data analysis that have been discussed in the previous chapter.

5.1 Conclusions

According to the result of the study that has been discussed in the previous chapter, I will convey some conclusions about this study. The conclusions of the research are drawn in accordance with the result of the data analysis in the previous chapter.

The first conclusion, there were effects on the students' reading comprehension of descriptive text after being taught by Collaborative Strategic Reading (CSR) strategy. By applying Collaborative Strategic Reading (CSR) strategy, the students are able to predict the content of the text before reading the whole text. This due to the fact that some questions addressed by the teacher related to the content of the text. It helps the students to get better understanding during reading activities. Moreover, the students tend to be more active in group activities and think critically in reading, understand the part that they haven't known before by click and clunk step, get the gist of the text, improve their reading comprehension, and build their interest and motivation before they read the whole text. Collaborative Strategic Reading (CSR) strategy helps the students to have a better comprehension of descriptive text. The result shows that the average scores for the experimental group were 70.65 for the pre-test and 83.70 for the post test, while the average scores for the control group were 69.65 for the pre-test and 76.55 for the post-test. The experimental group's average increase was 13.05. Each group had different comprehension. The comprehension of experimental group was higher than the control group. Based on the calculation of the average of both groups, there is an improvement of students' comprehension in reading comprehension of

descriptive text. Meanwhile, from the calculation of *t*-test analysis showed that *sig*(2-tailed): 0.012 and *r*_{table} for $\alpha = 5\%$ was 0.05. It meant that *r*_{table} was higher than *sig*(2-tailed) ($0.05 > 0.012$).

Second, Grammar-Translation technique is effective to teach reading comprehension or not. So, it can increase one's comprehension in reading. But, there is still less effective in conducting the translation technique in reading comprehension activity. Since the students could read the text well, but they did not understand the content of the text. The technique also made the students get bored easily and the result of the learning is not maximum. Therefore, Grammar-Translation technique is less effective for reading comprehension on descriptive text. It is proved by the result that the average scores for the experimental group were 70.65 for the pre-test and 83.70 for the post test, while the average scores for the control group were 69.65 for the pre-test and 76.55 for the post-test. The control group's average increase was only 6.90. The comprehension of the control group was lower than the experimental group.

Third, based on the data analysis, I concluded that there is a significant difference between the experimental group's and the control group's scores. Therefore, it could be concluded that there is a significant difference and it could be said that using Collaborative Strategic Reading (CSR) strategy is more effective than Grammar-Translation technique to teach students' reading comprehension of the eighth graders of SMPN 32 Semarang in the academic year of 2018/ 2019. In conclusion, Collaborative Strategic Reading (CSR) strategy was effective for teaching reading descriptive text for eighth grade of junior high school. The result showed that there was a significant difference between students in experimental and control group. Students in the experimental group had a better score than students in the control group.

5.2 Suggestions

Based on the result of the study, there are some suggestions for the students, English teachers, and further researchers. They are as follows:

For the students, I suggest that they should develop their reading habits. It could help them to get used to read in English. Thus, their reading ability could enhance. If students feel difficulties in reading practices, they could consider applying Collaborative Strategic Reading (CSR) strategy to comprehend texts. For English teachers, it is necessary for them to use the appropriate technique in teaching reading comprehension, and group activities should be suitable to the students' capability and interest. As the result of the research, it was found that Collaborative Strategic Reading (CSR) strategy could be appropriate technique in teaching reading comprehension of descriptive text which implicitly as some questions are provided before the students read the whole text, in order to build the students' interest and motivation. It makes the students more active in the classroom and understand the content of the text.

Finally, these suggestions also will be helpful for further researchers. They should explain about what the descriptive text is before asking the students to understand it. The students can learn how to respect each other, to their friends who have different opinions with them. It is expected that I will have more information about the use of Collaborative Strategic Reading (CSR) strategy, especially in teaching different texts, so that it can be one of their references in conducting their research. On the teaching and learning of reading skill, there are obstacles faced by both teachers and students. As for example, the students face difficulties in expressing ideas or even they do not have ideas or thoughts to express because of their less reading habit. On the other hand, this technique needs a good time management, so the teacher should control the students in every step and should be prepared the materials in order to have a good time management in implementing this technique. For further, I expect that this study can be developed and improved by the next researchers, considering it still has some weaknesses. As a result, the students can develop their reading skill optimally.

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