

The Effect of Collaborative Strategic Reading on Junior High School Students' Reading Comprehension Achievement

A THESIS



By

Muchamad Arif

English Education Department
Graduate School
Widya Mandala Catholic University
Surabaya
2014

The Effect of Collaborative Strategic Reading on Junior High School Students' Reading Comprehension Achievement

A THESIS



By

Muchamad Arif

8212712020

English Education Department
Graduate School
Widya Mandala Catholic University
Surabaya
2014

The Effect of Collaborative Strategic Reading on Junior High School Students' Reading Comprehension Achievement

A THESIS

Presented to Widya Mandala Catholic University Surabaya
In partial fulfillment of the requirement for
the Degree of
Magister in Teaching English as a Foreign Language



By

Muchamad Arif

8212712020

English Education Department
Graduate School
Widya Mandala Catholic University Surabaya
March 2014

APPROVAL SHEET

(I)

This thesis entitled “The Effect of Collaborative Strategic Reading on Junior High School Students’ Reading Comprehension Achievement” prepared and submitted by Muchamad Arif /8212712020 has been approved to be examined by the Board of Examiners.



Dr. Ruruh Mindari, M.Pd.

Thesis Advisor

APPROVAL SHEET

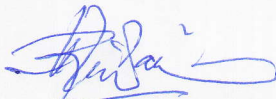
(II)

This thesis entitled “The Effect of Collaborative Strategic Reading on Junior High School Students’ Reading Comprehension Achievement” prepared and submitted by Muchamad Arif /8212712020 has been approved and examined by the Board of Examiners on March 12, 2014



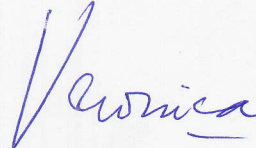
Prof. Dr. Agustinus Ngadiman

Chair



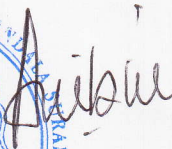
Dr. Ruruh Mindari, M.Pd.

Secretary



Prof. Dr. Veronica Listyani Diptoadi

Member



Prof. Anita Lie, Ed.D.

Director

STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, March 12, 2014



Muchamad Arif

8212712020

ACKNOWLEDGEMENTS

First, I would like to say thank to Almighty Allah SWT for His bless and guidance so that this study finally can be accomplished. Secondly, hopefully ‘sholawat’ and greeting always go to Prophet Muhammad SAW who has shown us the right way.

Next, the writer would like to say thank to:

1. Drs. Kuncoro Foe, G.Dip. Sc., Ph.D, as the Rector of Widya Mandala Catholic University.
2. Prof. Anita Lie, Ed.D. as Director of Graduate School of Widya Mandala Catholic University.
3. Dr. Ignatius Harjanto as The Head of the English Education Department.
4. Dr. Ruruh Mindari, M.Pd. as the advisor for her outstanding patiences, guidances, and advices.
5. All lectures and staff of English Education Department.
6. Dra. Suprapti as the Principal of SMP YPPI-2 Surabaya for the permission to conduct the research and her all staffs and teachers for their helps.
7. My lovely family for everything.
8. Anyone who has given contribution to this thesis.

Finally, the writer does realize that this thesis is far from perfect. Thus, all critics and constructive ideas are extremely expected.

Surabaya, March 12th, 2014

The Writer

ABSTRACT

Arif, Muchamad. 2014. *The Effect of Collaborative Strategic Reading on Junior High School Students' Reading Comprehension Achievement*. S-2 Thesis, The English Department of Widya Mandala Catholic University Surabaya.

Collaborative Strategic Reading is excellent technique for teaching reading comprehension. It gives some strategies to the students in facing difficult word, phrase, or sentence. The researcher has one statement of the problem. It is "Do the eighth graders who are taught using collaborative strategic reading obtain a higher reading comprehension achievement than those who are taught using Hot Potatoes?"

The researcher focused on the effect of collaborative strategic reading on the students reading comprehension achievement in reading descriptive text. He compared between students' reading comprehension achievement taught using collaborative strategic reading and that taught using Hot Potatoes especially in reading descriptive texts.

The population of this research was grade eighth of the academic year of 2013-2014. The samples of this research were class 8A and class 8E because based on Anova result (see appendix 1) they had similar ability. The research design used in this thesis was a quasi-experimental design. The researcher gave the pretest before treatments and the post test after treatments. He analyzed the gain scores of each group. In analyzing the data, the researcher compared the gain scores of both the experimental and control groups. This research was conducted in twelve meetings. Every meeting, the students got different descriptive text.

From the result of the students' pretest and posttest, it could be seen that there was significant effect to the students who taught by Collaborative Strategic Reading. The result of the counting process was the $t_{observation}$ is 2.88, while the t_{table} for .05 is 2.01 and .01 is 2.68. It showed that $t_{observation}$ is higher than the required t_{table} for .05 and .01. Meanwhile, the mean of gain score for the experimental group is 3.29 and for the control group is 2.25.

The analysis of the mean of the gain scores of both groups showed that the experimental group had higher achievement of reading compared to the control group. The result of the $t_{observation}$ compared to the t_{table} for .01 shows that the $t_{observation}$ was higher than the t_{table} . It means that the implementation of Collaborative Strategic Reading gave more significant effects to the students in reading comprehension achievement.

Keywords: *collaborative strategic reading, teaching reading descriptive text*

TABLE OF CONTENT

APPROVAL SHEET (I)	i
APPROVAL SHEET (II)	ii
STATEMENT OF AUTHENTICITY	Iii
ACKNOWLEDGEMENTS	Iv
ABSTRACT	V
TABLE OF CONTENTS	Vi

CHAPTER I: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	5
1.3	The Objective of the Study	6
1.4	Theoretical Framework	6
1.5	Hypotheses	6
1.6	Significance of the Study	7
1.7	Delimitation of the Study	7
1.8	Definition of Key Terms	8

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1	Constructivism	9
2.2	Theory of Reading	10
2.2.1	The Bottom-Up Reading Model	11
2.2.2	The Top-Down Reading Model	12
2.2.3	The Interactive Reading Model	12
2.3	Descriptive Text	13
2.4	Collaborative Strategic Reading (CSR)	17
2.4.1	Steps of Conducting Collaborative Strategic Reading	17
2.5	Hot Potatoes	20
2.5.1	Advantages of Using Hot Potatoes	20
2.5.2	Steps of Using Hot Potatoes	22
2.6	Previous Studies	33

CHAPTER III: RESEARCH METHODOLOGY

3.1	Research Design	36
3.2	The Variables	37
3.3	Population and Sample	38
3.4	The Treatment	40
3.5	Attempts to Control Possible Threats to the Research Design	46
3.6	Data Collection	47
3.7	Instrument	47
3.7.1	The Validity of the Test	48
3.7.2	The Reliability of the Test	48
3.7.3	Level of Difficulty	50
3.7.4	Item Discrimination	52
3.8	Data Analysis Technique	57

CHAPTER IV: ANALYSIS AND DISCUSSION

4.1	The Result of Statistical Data Analysis	59
4.2	Hypotheses Testing	60
4.3	Discussion	60

CHAPTER V: CONCLUSION AND SUGGESTION

5.1	Summary and Conclusion	66
5.2	Suggestion	68
5.2.1	Suggestion for Teachers	68
5.2.2	Suggestion for Researchers	68

Bibliography	70
---------------------	----

List of Appendices

Appendix 1	: The calculation of Similar Ability	74
Appendix 2	: Item Discrimination of the First Try Out	78
Appendix 3	: Item Discrimination of the Second Try Out	80

Appendix 4	: The pretest and Posttest Problems	82
Appendix 5	: The Pretest and Posttest Answer Key	89
Appendix 6	: CSR Log	90
Appendix 7	: Clunk Card	93
Appendix 8	: The Calculation of Test Reliability of the First Try Out	94
Appendix 9	: Level of Difficulty of the First Try Out	96
Appendix 10	: The Calculation of Test Reliability of the Second Try Out	98
Appendix 11	: Level of Difficulty of the Second Try Out	100
Appendix 12	: Lesson Plan	102
Appendix 13	: The Calculation of Gain Score of the Control Group	174
Appendix 14	: The Calculation of Gain Score of the Experimental Group	176
Appendix 15	: The Calculation of Standard Deviation of the Control Group	178
Appendix 16	: The Calculation of Standard Deviation of the Experimental Group	180
Appendix 17	: The Data Analysis (Using t-test)	182

LIST OF TABLES

Table 3.1	The Research Design	37
Table 3.2	The Variables	38
Table 3.3	The Calculation of Similar Ability	39
Table 3.4	Schedule for Administering the Treatments	41
Table 3.5	The Steps of the Treatment	44
Table 3.6	The category of coefficient correlation of reliability	49
Table 3.7	The Difficulty Level of the First Try out	51
Table 3.8	The Difficulty Level of the Second Try out	52
Table 3.9	The Interpretation of the Discrimination Index	53
Table 3.10	The Item Discrimination of the First Try out	54
Table 3.11	The Item Discrimination of the Second Try out	56
Table 4.1	The Result of the Statistical Data Analysis	60