

**The Effect of Collaborative Strategic Reading
on Grade Six Students' Reading Achievement**

A THESIS



By

**Carolin Diana Sari
(8212712003)**

ENGLISH EDUCATION DEPARTMENT

GRADUATE SCHOOL

WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY

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in partial fulfillment of the requirement for
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(8212712003)

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Advisor's Approval

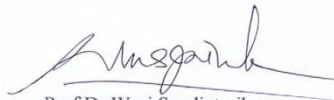
This thesis entitled **The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement** prepared and submitted by Carolin Diana Sari (8212712003) has been approved to be examined by the Thesis Board of Examiners.



Siti Mina Tamah
Thesis Advisor

Thesis Examination Board's Approval

This thesis entitled The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement prepared and submitted by Carolin Diana Sari (8212712003) has been approved to be examined by the Board of Examiners.



Prof. Dr. Wuri Soedjatmiko

Chair



M.N Siti Mina Tamah Ph.D

Secretary



Prof. Dr. Augustinus Ngadiman

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 works from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 9 June 2014



Carolyn Diana Sari
8212712003

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Abstract

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There are some skills in English which should be learnt by English learners.

One of those skills is reading. Reading activities can be done everywhere

through many kinds of text. When the learners are able to comprehend

reading text, they will be able to master other skills without facing big

difficulties. In order to achieve learners' need in comprehending reading

text, teachers might apply any reading strategies. Moreover, reading is

known to be advantageous, but it can make students become quiet. It will be

dangerous for upper grade students who need to socialize and for their

further living when they just focus to themselves. Through this study, the

researcher wishes that the students can increase their achievement in reading

especially in knowledge and comprehension level after using Collaborative

Strategic Reading (abbreviated CSR) as well as to avoid a dangerous effect

of reading habit and to decrease introverted students. This study was a

quasi experimental study which was conducted by the English teachers in

sixth grade of 'Z school' by comparing two reading techniques; CSR and

teacher centered teaching strategy. The finding showed that CSR did not

give effect in mastering knowledge and comprehension level. However, this

technique can be used to vary teaching reading, so the teaching will not be

monotonous and to attract students' motivation in reading. As conclusion,

both CSR and teacher centered teaching strategy are useful and can be used in teaching reading even though they are not significantly different in the result. Therefore, it is expected that this study could inspire readers and other researchers for further studies.

Keywords: *Collaborative Strategic Reading, Teacher centered teaching strategy*

Table of Content

Thesis Advisor Approval Sheet	ii
Thesis Examination Board Approval Sheet	iii
Statement of Authenticity	iv
Acknowledgement	v
Abstract	vii
Table of Content	1
List of Tables.....	5
List of figures	6
 Chapter 1: Introduction	
The Background of the Study	7
Statement of the Problem	9
Objectives of the Study	9
Theoretical Framework	9
Collaborative strategic reading	9
Teacher dominated teaching strategy	10
The Hypotheses	11
The Significance of the Study	11
The Scope and Limitation of the Study.....	12
Assumption	12
Definition of Key Terms	13
 Chapter 2: Review of Related Literature	
Constructivism	14
What is Reading	16

Purposeful Reading	21
Coorporative Learning	27
Collaborative Strategic Reading	30
Teacher Dominated Teaching Strategy	34
The Previous Study	36
Chapter 3 Research Method	
Research Design.....	39
Population and Sample.....	40
Variable	41
The Instrument	41
Validity	42
External Validity	43
Internal Validity	44
Reliability	45
Level of Difficulty	46
Item Descrimination	47
The Procedure of Data Collection	48
Preparing the Test Items	48
Administering the Test	49
Treatments	50
Data Analysis Technique	68
Chapter 4: Results and Discussions	
Result of Statistical Analysis	70
Data	70

Data Analysis	71
Hypothesis Testing	74
Discussion of the Findings	75
Chapter 5: Conclusion and Suggestion	
Conclusion	79
Suggestion.....	80
Bibliography.....	81
Appendices	
1 Comparison of 6a and 6c	86
2 Lesson Plan (Experimental Group)	87
3 Lesson Plan (Control Group)	110
4 Reaserch Instrument (Tryout 1)	140
5 Reaserch Instrument (Tryout 2)	150
6 Comparison of X School and Y School	156
7 Reliability of Tryout 1	158
8 Level of Difficulty Tryout 1	159
9 Item Discrimination Tryout 1	159
10 Reliability of Tryout 2	160
11 Level of Difficulty Tryout 2	161
12 Item Discrimination Tryout 2	162
13 Pretest Score of the Experimental Group and Control Group	163
14 Posttest Score of the Experimental Group and Control Group	163
15 Pretest Scores of the Experimental Group and Control Group and the Calculation of Normal Distribution and of Equal Variance	164

16 Calculation of Equal Reading Ability Prior to the Experiment	168
17 Posttest Scores of the Experimental Group and Control Group and the Calculation of Normal Distribution and of Equal Variance	170
18 Calculation of Nonparametric Test (Mann Whitney U) of the Posttest Scores between Experimental and Control Group.....	174

List of Tables

Table 2.1 Bloom’s Taxonomy	22
Table 3.1 Table of Specification	42
Table 3.2 Factors Affecting Generalizability	43
Table 3.3 Threats which Might Appear in Internal Validity	44
Table 3.4 Schedule for Administering the Test	49
Table 3.5 Topic for Treatments	50
Table 3.6 Schedule of the Treatment	51
Table 3.7 Treatment in Experimental Group and Control Group	54
Table 4.1 The Result of the t-test for the Pretest Scores of the Experimental Group and Control Group	72
Table 4.2 Calculation of Nonparametric Test (Mann Whitney U) of the Posttest Scores between Experimental and Control Group	74

List of Figures

Figure 2.1 The Reading Act	18
Figure 2.2 Frame of a House	19
Figure 2.3 Three Reading Cueing System	20
Figure 2.4 Aspects of Small Group Learning Environment.....	29
Figure 2.5 Group Climate Range	30
Figure 2.6 CSR's Plan for Strategic Reading	
Includes Before, During and After Reading	32
Figure 4.1 The Chart Illustrating the Tendency of CSR to be	
more helpful	78

