THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMA NEGERI 2 BONDOWOSO

THESIS

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Composed as One of the Requirements to Obtain the Degree of S1 of
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DEDICATION

This thesis is dedicated to:

1. My beloved mother, Maria Ayik and my beloved late father, Hindragunawan.
2. My little brother, Rayindra Rizky Gatra Priangga.

MOTTO

“TODAY A READER, TOMORROW A LEADER”

(Margaret Fuller)

CONSULTANTS' APPROVAL

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Finally, I expect that this thesis will be useful for me and the readers. However, I do realize that this thesis still has weaknesses. For this reason, any constructive criticisms and suggestions given will be fully appreciated.

Jember, January 2013

The Writer

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SUMMARY

The Effect of Collaborative Strategic Reading (CSR) on The Eleventh Grade Students' Reading Comprehension Achievement at SMA Negeri 2 Bondowoso in the 2012/2013 Academic Year; Rayindra Mayang Puspita; 080210491058; 2013; 53 pages; English Education Program, Faculty of Teacher Training and Education, Jember University.

This Experimental Research was intended to know: 1. Whether or not there was a significant effect of Collaborative Strategic Reading (CSR) on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso in the 2012/2013 academic year. 2. How far is the effect of Collaborative Strategic Reading (CSR) on the Eleventh Grade Students' Teaching-Learning Reading at SMA Negeri 2 Bondowoso in the 2012/2013 academic year. The school was chosen purposively as the research area because the English teacher never teaches reading by applying Collaborative Strategic Reading (CSR) for the eleventh grade students. In addition, it was possible to get permission to conduct the research.

The eleven grade of the SMA Negeri 2 Bondowoso was heterogeneous, so the two classes that had the closest mean difference were determined as the experimental group and the control group. Both classes were taught twice. The activity in both classes had different treatments. The experimental class (XI Science 3) was taught by using Collaborative Strategic Reading (CSR) in teaching reading comprehension. While, the control group (XI Science 4) was taught by using Question-Answer strategy. Meanwhile, the try out was administered in the class which was not either experimental group or control group in order to know the reliability of the post test. After conducting the activity in both classes, post-test was administered to the experimental and the control group.

Test, documentation, and interview were used in this research as the data gathering techniques, and the primary data were analyzed by using t-test sampling formula. The results of statistical computation in reading comprehension achievement indicated that the statistical value of t-test was higher than the value of t-table (3.425 > 1.671), and the degree of freedom (Df) was 59. Consequently, the alternate hypothesis: "There is a significant effect of Collaborative Strategic Reading (CSR) on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso in the 2012/2013 academic year" was accepted.

The result of the research indicated that Collaborative Strategic Reading (CSR) significantly affected the students' reading comprehension achievement. DRE was applied in order to know how far was the effect of Collaborative Startegic Reading (CSR) gave the effect on the students' reading comprehension achievement. The degree of relative effectiveness was 11.940%. This means that the use of CSR strategy was 11.940% more effective in teaching reading comprehension than using Question-Answer strategy.

Based on the results, it could be concluded that Collaborative Strategic Reading (CSR) gave a significant effect on reading comprehension achievement. Therefore, the English teachers should use CSR as alternative strategy in teaching reading comprehension besides the others strategies already applied since the strategy affects the students' achievement significantly.