



**IMPROVING THE ELEVENTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT AND THEIR PARTICIPATION  
IN TEACHING LEARNING PROCESS THROUGH  
COLLABORATIVE STRATEGIC READING (CSR)  
AT MADRASAH ALIYAH NEGERI SRONO  
IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

By

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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composed to fulfill one of the requirements to obtain S1 Degree at the English  
Education Program, Language and Arts Education Department,  
the Faculty of Teacher Training and Education

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## **APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled “Improving the Eleventh Grade Students’ Reading Comprehension Achievement and Their Participation in Teaching Learning Process Through Collaborative Strategic Reading (CSR) at Madrasah Aliyah Negeri Srono in the 2010/2011 Academic Year” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University:

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## **DEDICATION**

This thesis is dedicated to:

1. My parents, Sujito and Surami.
2. My sister and brother in law, Siti Mujaro'ah and Arik Tri Wahyu Widodo.
3. My husband to be.

## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the name of Allah, the most beneficent, the most merciful” \*)

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” \*\*)

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\*) Departemen Agama Republik Indonesia. 2005. *Al Qur'an dan Terjemahannya*. Bandung: PT. Syaamil Cipta Media

\*\*) Dr. Seuss quotes (American Writer and Cartoonist best known for his collection of children's books. 1904-1991)

## SUMMARY

**Improving the Eleventh Grade Students' Reading Comprehension Achievement and Their Participation in Teaching Learning Process Through Collaborative Strategic Reading (CSR) at Madrasah Aliyah Negeri Srono in the 2010/2011 Academic Year;** Zurotul Lailiyah; 060210401168; 2011; 72 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve the eleventh grade students' reading comprehension achievement by using Collaborative Strategic Reading (CSR). Students of class IPS 1 at MA Negeri Srono were chosen as the subjects of the research due to their problems in understanding the text because of lack of vocabulary, they tend to break sentences into meaningless parts. The students also lack motivation and concentration in reading the text. This might be caused by the less appropriate strategy of teaching reading used by the English teacher. Therefore, CSR was chosen as the strategy to overcome the students' problem in comprehending the text. It was because CSR is an appropriate strategy that allow students to construct meaning from the text by using four steps, namely, preview, click and clunk, get the gist, and wrap-up. In addition CSR involves the learning interaction among the students and could be effective to improve their reading comprehension.

This classroom action research was conducted in two cycles, in which each cycle covered the stages including: stage of planning, implementing, observation, and reflection. Then, each cycle was conducted in two meetings. The data about the students' reading comprehension achievement were collected through reading comprehension test. Meanwhile, the data about the students' participation in teaching learning process of reading was collected through observation, by using observation checklist.

The mean score of the reading comprehension test in cycle 1 was 67.79. In addition, there were 19 or 61.29% of 31 students having reading comprehension achievement score  $\geq 70$ . It means that the targeted percentage of the students gaining the score at least 70 could not be achieved because the percentage of the students who got the score  $\leq 70$  was  $\geq 75\%$ . Besides, based on the classroom observation done in the first cycle, it was found that there were 64.52% (20 students) who were actively participated in reading comprehension teaching learning process using CSR in the first meeting of cycle I. Meanwhile, there were 67.74% (21 students) who were actively participated in reading comprehension teaching learning process using CSR in the second meeting of cycle I. It means that the targeted percentage of the students' participation through CSR could not be achieved since the criteria the of the students who were actively participated was  $\geq 75\%$ . Therefore, the actions were continued to the second cycle by revising the teaching technique on the way students read and applied the strategy in doing reading. In cycle II the students read the text silently and applied the steps of CSR (click and clunk and get the gist) into some stages. The researcher also explained and modelled the steps of CSR by guiding them directly through some instructions based on their each role.

The mean score of reading comprehension achievement test in cycle II (M=72.67) was improved than the one in cycle I (M=67.90). The percentage of the students who got score  $\geq 70$  in cycle II was also improved (77.42%) than in cycle I (61,29%). Besides, the students' participation in reading comprehension in teaching learning process improved from 64.52% (20 students) in the first meeting and 67.74% (21 students) in the second meeting of the first cycle up to 77.42% (25 students) in meeting 1 and 87.10% (27 students) in meeting 2 of the second cycle.



Based on the results, it can be concluded that CSR can improve the students' reading comprehension achievement in two cycles. Therefore, it is suggested to the English teacher to use CSR as an alternative strategy in teaching reading comprehension, since it can increase the students' reading comprehension achievement (word, sentence, paragraph, and text comprehension achievement). Besides, Other researchers are suggested to use the results of this research as a reference to conduct further research dealing with the use of CSR in the similar area of the study, for example: A descriptive study on the use of Collaborative Strategic Reading (CSR) on the students' reading comprehension achievement.

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At this time, I would like to express my deepest appreciation and sincere thanks to the following people:

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2. The Chairperson of Language and Art Education Department
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education
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5. My Academic Advisor, Dra. Zakiyah Tasnim, M.A
6. The Principal, the English teachers and the eleventh grade students of MA Negeri Srono in the 2010/2011 academic year who helped me obtain the research data

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, Mei 2011

The writer

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