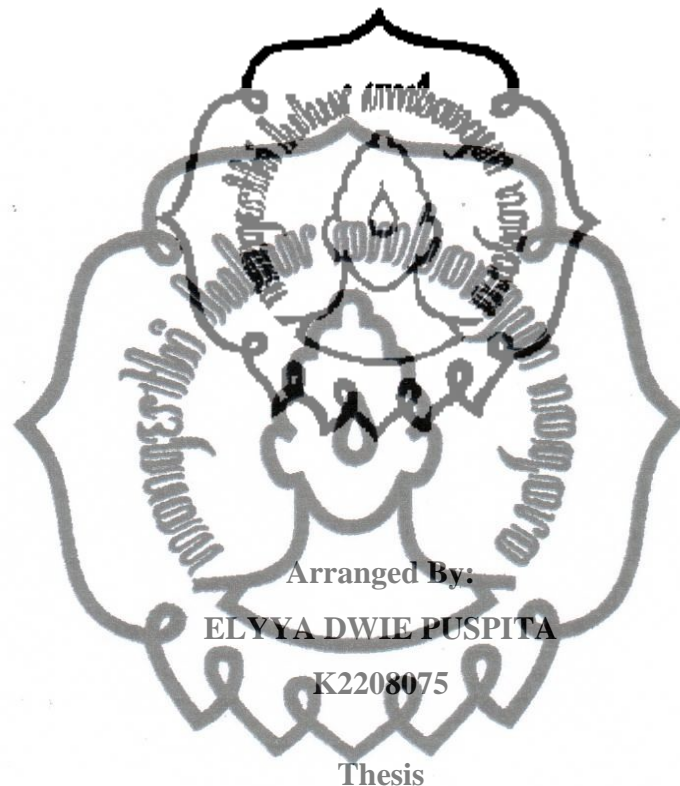**IMPROVING STUDENTS' READING COMPREHENSION USING**

COLLABORATIVE STRATEGIC READING (CSR)

(A Classroom Action Research Study at the Eighth Grade Students of SMP

Negeri 1 Ngadirojo in the Academic Year of 2011/2012).

Arranged By:

ELYYA DWIE PUSPITA

K2208075

Thesis

**Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements for Getting the Undergraduate
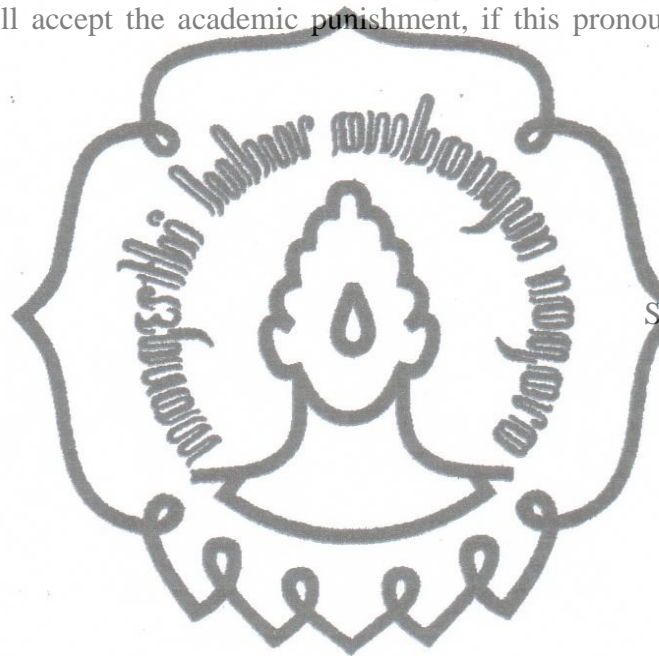Degree of Education in English**

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

SURAKARTA

2012

PRONOUNCEMENT

I write this thesis by myself, entitled ''Improving Students' Reading Comprehension Using Collaborative Strategic Reading (CSR) (A Classroom Action Research Study at the Eighth Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012). It is not plagiarism. In this thesis, the others' works and opinions have been listed on the bibliography.

I will accept the academic punishment, if this pronouncement is proven wrong.

Surakarta, July 2012

The Writer

IMPROVING STUDENTS' READING COMPREHENSION USING
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(A Classroom Action Research Study at the Eighth Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012).

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ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

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THE APPROVAL OF THE CONSULTANTS

This thesis is approved by the consultants to be examined by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University.

Surakarta, June 2012

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This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University and accepted as partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

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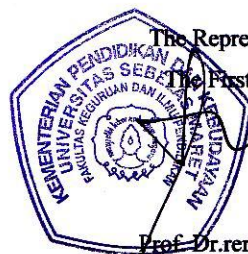
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MOTTO

*"Never measure the height of a mountain until you have reached the top, then you will see how low it was."*

(Dag Hammarskjold)

"Never give up reaching your dream and getting what should be yours."

(The Writer)

The more you want to protect someone, you will be more hurt, the more you want to get something; you will be more lost it. If you want to get something, you have to lose the other things. You must lose something t o get something. Just like this, you will achieve your aim.
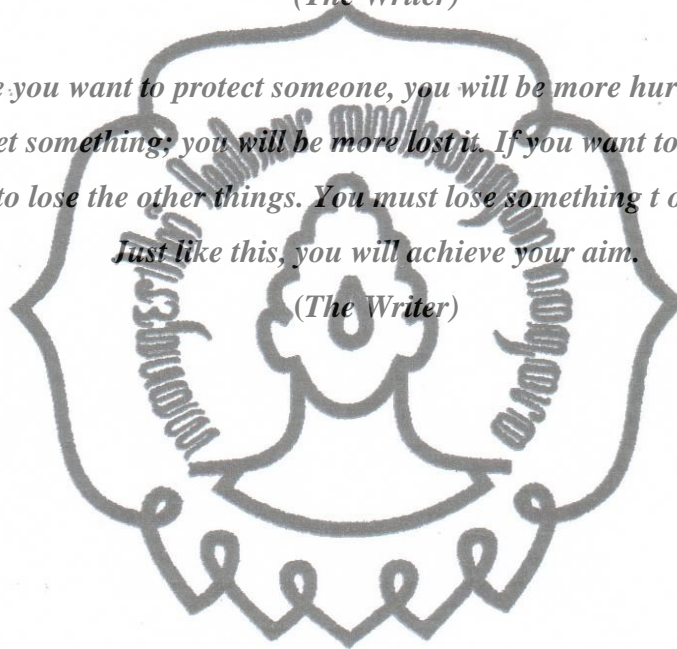
(The Writer)

DEDICATION

*With deep love, this thesis **is dedicated to:***

My mother, who always prays all the time for her success

My dad, who always supports and encourages her,

My brother, who always cares about her

My dearest soulmate "Ag"

ABSTRACT

Elyya Dwie Puspita. **IMPROVING STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING (CSR) (A Classroom Action Research Study at the Eighth Grade Students of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012).** A Thesis, Teacher Training and Education Faculty of Sebelas Maret University Surakarta. July 2012.

This research is aimed at: (1) finding whether or not Collaborative Strategic Reading (CSR) can improve students' reading comprehension, and (2) identifying the classroom situation when Collaborative Strategic Reading (CSR) is implemented in the teaching and learning process.

The method used in this research was a collaborative action research with an English teacher (teacher SL). The research was conducted in two cycles at the VIII B grade students of SMP Negeri 1 Ngadirojo from March 16th to May 2nd 2012. There are two kinds of data: qualitative and quantitative data. The qualitative data were collected by using observation, questionnaire, interview, diary, and document. Then, the quantitative data were collected using test (pre-test and post-test). Qualitative data were analyzed using 5 stages suggested by Burns (1999: 157- 159) as follows: assembling the data; coding the data; comparing the data; building interpretation; and reporting the outcomes. The quantitative data were analyzed using descriptive statistics.

The research findings show that the use of Collaborative Strategic Reading which consists of strategy: preview, click and clunk, get the gist and wrap up could improve students' reading comprehension and classroom situation of English class. The improvement of students' reading comprehension includes: (1) Students are able to infer the meaning of certain word (vocabulary); (2) Students are able to identify the main idea of the text; (3) Students are able to find implicit information of the text; (4) Students are able to find the explicit information from the text; (5) Students are able to determine references. Besides, the improvement of students' reading comprehension can be seen from the improvement of the mean score of pre-test, first post-test and second post-test, that is 41.08, 53.76, and 72.90.

The improvement of classroom situation during teaching learning process occurred include: (1) Almost all students give more attention when teaching learning process conducted; (2) Students' behavior change as a whole. They do not do the useless activity during the lesson; (3) Mostly, the students are more active during teaching learning process occur. They are not shy and afraid again to ask if they have difficulty; (4) They are more responsible to do the task the teacher instructed to them.

Collaborative Strategic Reading (CSR) can be applied in teaching learning process. Hopefully, by implementing Collaborative Strategic Reading, the students can improve their comprehension in reading the English text. The researcher hopes that what the researcher has done will inspire the English teachers to conduct Collaborative Strategic Reading in their classroom.

ABSTRAK

Elyya Dwie Puspita. **PENINGKATAN PEMAHAMAN MEMBACA SISWA MENGGUNAKAN COLLABORATIVE STRATEGIC READING (CSR) (Penelitian Tindakan Kelas Pada Siswa Kelas Delapan SMP Negeri 1 Ngadirojo Tahun Ajaran 2011/2012).** Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta. Juli 2012.

Tujuan diadakannya penelitian ini adalah: (1) mendeskripsikan tentang sejauh mana *Collaborative Strategic Reading* (CSR) dapat meningkatkan kemampuan pemahaman membaca siswa, dan (2) mengidentifikasi keadaan kelas ketika *Collaborative Strategic Reading* diterapkan pada proses belajar mengajar.

Metode yang digunakan pada penelitian ini adalah *collaborative action research*, yang mana peneliti bekerjasama dengan guru Bahasa Inggris (guru SL). Penelitian ini telah dilaksanakan dengan menggunakan dua siklus pada siswa kelas VIII B SMP Negeri 1 Ngadirojo mulai tanggal 16 Maret hingga tanggal 2 Mei 2012. Dalam penelitian ini, ada dua jenis data: kualitatif dan kuantitatif data. Data kualitatif diperoleh dengan melakukan observasi, memberikan kuesioner, wawancara, *diary*, dan dokumen. Kemudian, data kuantitatif diperoleh dengan mengadakan tes (pre-tes dan pos-tes). Data kualitatif dianalisis menggunakan 5 tahap analisis dari Burns (1999: 157-159), yaitu sebagai berikut: *assembling the data; coding the data; comparing the data; building interpretation*; dan *reporting the outcomes*. Data kuantitatif dianalisis dengan menggunakan *descriptive statistics.*

Hasil penelitian menunjukkan bahwa *Collaborative Strategic Reading* yang terdiri dari strategi *preview, click and clunk, get the gist* dan *wrap up* dapat meningkatkan pemahaman membaca siswa serta memberi dampak perubahan yang lebih baik pada situasi kelas ketika proses belajar mengajar berlangsung. Peningkatan pemahaman membaca siswa meliputi: (1) siswa mampu menentukan makna kata (kosakata); (2) siswa mampu megidentifikasi ide pokok sebuah teks; (2) siswa mampu menemukan informasi tersirat dalam sebuah teks; (3) siswa mampu menemukan informasi tersurat dalam sebuah teks; (4); dan (5) siswa mampu menentukan *references* dalam teks. Peningkatan pemahaman membaca siswa dapat dilihat dari peningkatan nilai rata-rata pada pre-tes, pos-tes 1, dan post-tes 2, yaitu 41.08, 53.76, dan 72.90.

Selain itu, peningkatan juga terlihat dari perubahan yang lebih baik pada situasi kelas ketika proses belajar mengajar berlangsung yang meliputi: (1) hampir seluruh siswa memberikan perhatian yang lebih saat proses belajar mengajar berlangsung; (2) kebiasaan siswa menjadi lebih baik. Mereka tidak lagi melakukan kegitan diluar kegiatan akademik ; (3) siswa lebih aktif selama proses belajar mengajar berlangsung. Mereka tidak lagi merasa malu dan takut untuk bertanya ketika mereka mengalami kesulitan; dan (4) Siswa lebih bertanggung jawab untuk mengerjakan tugas-tugas yang guru perintahkan kepada mereka.

Collaborative Strategic Reading dapat diterapkan pada kegiatan belajar mengajar. Melalui penerapan *Collaborative Strategic Reading*, diharapkan siswa mampu meningkatkan pemahamannya dalam membaca teks, khususnya teks Bahasa Inggris. Peneliti sangat berharap bahwa apa yang telah dilakukan peneliti mampu menginspirasi guru Bahasa Inggris untuk menggunakan *Collaborative Strategic Reading* dalam pembelajaran.

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Alhamdulillahirabbil'alamin. Praise to Allah SWT who has given His blessing to the writer so that she can complete the writing of this thesis. In this occasion, the writer would like to express her deepest gratitude and appreciation to the following:

1. Prof. Dr. rer. nat. Sajidan, M.Si., the Vice Dean of Teacher Training and Education Faculty of Sebelas Maret University, for his approval of this thesis.

2. Dr. Muhammad Rohmadi, M.Hum., the Head of the Art and Language Education, and Endang Setyaningsih, S.Pd. M.Hum, the Head of English Department of Teacher Training and Education Faculty, for their advice and their approval of this thesis.

3. Dr. Sujoko M.A. as the first consultant and Dewi Sri Wahyuni, M.Pd. as the second consultant for the patience in providing carefull guidance, helpful correction, indefatigable suggestion and encouragement to the best result of the thesis.

4. Parman, S.Pd., M. Pd. the headmaster of SMP Negeri 1 Ngadirojo for facilitating the writer in collecting the data.

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8. The writer's dearest niece "Azkia Zahra", for showing her how to be patient

9. The writer's soulmate who has given the greatest motivation for her to finish the writing of this thesis and his patience to accept many kinds of evaluation from her.

10. Someone who has initial RMP for all your goodness in helping me during these four years.

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11. The writer's beloved friends Rista, Titik, Riska, Pipit, Tiwik for the unforgettable moments.

10. The writer's friends in English Department of year 2008 for their never ending friendship.

       The writer realizes that this thesis is still far from being perfect. She hopes and accepts every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, July 2012

The Writer

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CHAPTER 1
INTRODUCTION

A.   Background of the Study

There are four skills that the students of senior and junior high school in Indonesia have to learn. There are listening, speaking, reading and writing. Reading is regarded as a decoding skill that is, interpreting codes in to ideas. Wallace (1992: 4) states that reading is interpreting which means reacting to a written text as a piece of communication; in other words, we assume that reading is interpretative part of written communication. Written communication indicates both a writer and a reader. A writer puts his ideas onto the page and the reader tries to understand the author's meaning and thinks about what he has read.

According to Bond and Wagner (1963: 5) reading is a process through which the reader tries to share an author's point of view, idea, and experiences in order to communicate with the author. From reading, the reader can get clear and vivid meaning from written material only to the extent that the reader has clear and vivid concepts to associate with the written symbols.

The fact is reading becomes a significant skill considering the need of understanding English written texts. The national curriculum supports this view by concerning reading as the most primary portions in national examination of junior high school. It is in lines with Permendiknas No. 78 year 2008 about the standard competence of national examination for junior high school is containing reading as the main core tested.

The *Standar Kompetensi (SK)* and *Kompetensi Dasar (KD)* of English for eighth grade students of junior high school in the second semester, in reading, are as follows:

Standar Kompetensi (SK) 11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar (KD):

11.1 Membaca nyaring bermakna teks fungsional dan esei pendek pendek sederhana berbentuk recount dan narrative dengan ucapan , tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbetuk recount dan narrative.

11.3 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancàr dan berterima yang berkaitan dengan lingkungan sekitar.

From *SK* and *KD* above, it can be assumed that ideally in reading the students should be able to: (1) infer meaning of words; (2) identify the main idea of the text; (3) find the implicit information of the text; (4) find the explicit information of the text, and (5) determine the reference.

Unfortunately, the fact the researcher found after doing the pre–research activity which cover pre-observation, interview, pre-test, and questionnaire, the ideal competence that the students should have in reading as mentioned above cannot be reached by most of the students in SMP Negeri 1 Ngadirojo.

After analyzing the results of pre- research, the researcher identified the problems during reading activity conducted in the class into two categories. The first category deals with the students' reading comprehension problems. The problems that the researcher found were: (1) students had difficulty in inferring meaning of certain words in the text; (2) students had difficulty in identifying the main idea of the text; (3) students had difficulty in finding the implicit information of the text; (4) students had difficulty in finding the explicit information of the text, and (5) students had difficulty in determining the reference. Furthermore, the fact that the low of students' reading comprehension is also identified from their pre-test scores which mostly unsatisfying. After being analyzed has been got that the students' mean score of pre-test was 41.08. This mean score is considered is still low since the English standards score (*KKM Bahasa Inggris*) in that school was 70.

The second category deals with the problems of class situation during teaching and learning process conducted. They are as follows: (1) Low attention

of the students during reading lesson when teaching learning process conducted; (2) Almost of the students did non-academic activities rather than academic activities. They preferred spending their time for useless activities such as, chatting with their friend, daydreaming, or doing other lessons' homework in English class; (3) Most of the students were passive during teaching learning process. They did not want to ask to the teacher when they had difficulty. They tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question dealing with teacher's explanation when the teacher invited them to do so. The result was when they were asked to do the reading assignments related to teacher' explanations before it, they could not do it well; (4) Most of the students were lazy to fulfill the reading assignment the teacher instructed. They just tended to copy their friends' work.

When analyzing two problems mentioned above, the researcher found that those problems are caused by some sources. The cause of those problems could be categorized into three aspects. They are viewed from students' aspects, teacher's aspects and teaching material aspect. From the students' aspect, the causes are the students had low motivation to read English text, and most of the students were passive.

From the teacher's aspect, the cause is teaching technique used by the teacher was so monotonous. The teacher had never taught the students by different methods and techniques in his instructional process. She used only students' worksheet to teach reading. Based on the pre-observation, it showed that in teaching learning process, the teacher taught the students by activity as follows: first, she asked the students to read aloud the text, one student one paragraph. Second, the teacher and the students tried to translate the text one paragraph by one paragraph together. Third, the teacher analyzed the generic structure of the text. Fourth, the teacher asked the students to answer the questions below the text individually for school assignment and students' homework. Those activities were applied in every meeting of reading class. Therefore, the monotonous teaching

and learning activity made the students were not interested and get bored during reading class.

From the teaching material aspect, the cause is teaching material used in every meeting is monotonous. It can be said that there is the lack of variation in teaching material used. Teacher used only students' exercise book (LKS) to teach reading in every meeting. It made the students get bored and did not have interest during teaching and learning process.

Based on the identified problems that the students had in reading, it is very important to find the solution to solve the student's problem in order to improve their comprehension in reading the text. For solving the problem, the researcher proposes the use of Collaborative Strategic Reading (CSR), especially to increase the ability of the students' comprehension in reading the text.

As stated by Kligner and Vaughn (2000: 75) that CSR is a classroom technique developed to take advantage of the potentials of collaboration for language development in the classrooms that students of various reading and achievement levels work in small cooperative groups to assist one another in applying the four reading strategies, that are Preview, Click & Clunk, Get the Gist and Wrap Up to facilitate their comprehension of reading content-area text.

Therefore, with Collaborative Strategic Reading (CSR), the students are asked to applied the four reading strategies, namely preview, click and clunk, get the gist and wrap up strategy collaboratively. By the use of the four reading strategies in Collaborative Strategic Reading (CSR) can solve the identified problems related to students' reading comprehension.

In preview strategy, students recall what they already know about the topic and predict what the passage might be about. So, it will allow the students to generate interest and activate their background knowledge in order to predict what they will learn and engage them in active reading from the onset. Furthermore, it will help students to find the general information of the text they will read.

In click and clunk strategy, students monitor their reading comprehension by identifying clunks or difficult words, concepts and ideas in the passage, and using fix-up strategies when the text does not make sense. For this reason, it is

expected that students' problem relate to their difficulty in inferring the meaning of certain word in the text and determining references in the text could be overcame by using fix up strategies through click and clunk strategy.

In get the gist strategy, students restate the most important information about the person, place, or things in a paragraph or section of the text to confirm their understanding of the information. Therefore, by using this strategy is expected that students' problems relate to their difficulty in identifying the main idea of the text will be able to overcome.

In wrap-up strategy, students learn to wrap up by formulating WH questions along with its answers and reviewing the most important ideas of the text to make a summary about what they have learned when reading the text. So, by using this strategy is expected that students' problem relate to their difficulty in finding the explicit and implicit information of the text can be solved.

Furthermore, cooperative learning concept in CSR also will make the students more active, communicative, and confident. It happens because all students will be involved in classroom learning. Students who will never speak up in the class will be given the opportunity to speak up, at least sharing the ideas among the members of group, giving feedback, and reporting their group discussion result to the class. Even, the use of explicit comprehension instruction concept when applying the four reading strategies of CSR also enable the students become more paid full attention during teaching learning process conducted.

In addition, meaningful task has been assigned to all group members will enable the students to reduce useless activity they did during teaching learning process and make them spending greater time to engage in their academic behavior. Moreover, they will be more responsible and confidence to do the task that the teacher instructed to them either the task based on their own job description or their group task that they have to finish it on time.

From the benefits of Collaborative Strategic Reading (CSR) above, it can be seen that the use of Collaborative Strategic Reading (CSR) will able to solve the identified problems which cover the students'reading comprehension

problems and classroom situation problems during reading activity conducted in the class.

B. Problems Statement

The study only focuses on a certain problem. Therefore, the problem is formulated as follows:

1. Does the use of Collaborative Strategic Reading (CSR) improve students' reading comprehension at the eighth grade students of SMP Negeri 1 Ngadirojo?

2. If Yes, What happens to the class situation when Collaborative Strategic Reading (CSR) is implemented in the reading class at the eighth grade students of SMP Negeri 1 Ngadirojo in the 2011/ 2012 Academic Year?

C. The Objectives of the Study

Based on the background of the study and the problem statement above, the objectives of the study are as follows:

1. To find whether the use of Collaborative Strategic Reading (CSR) improve students' reading comprehension.

2. To identify what happens to the class situation when Collaborative Strategic Reading (CSR) is implemented in reading class in improving students' reading comprehension.

D. The Benefits of the Study

From this study is expected that this study will contribute some significant progresses in teaching reading. The result of the research will be beneficial to:

1. The Researcher

For the researcher, this study can bring a better understanding of improving students' reading comprehension and contributes a useful experience related to how to improve students' reading comprehension using Collaborative Strategic Reading.

2. **Students**

   a. Students get experiences by using Collaborative Strategic Reading in learning reading class. Moreover, this strategy also improves the students' motivation.

   b. Collaborative Strategic Reading (CSR) can improve students' reading comprehension, increase their vocabulary, enhance their cooperative skills, and enrich their content-area learning.

   c. Collaborative Strategic Reading (CSR) could be helpful for students' to improve their reading comprehension.

3. **Teachers**

   a. It gives input for the teacher in formulating a suitable procedure for teaching reading.

   b. Teacher can see how effective teaching and learning English can improve by using Collaborative Strategic Reading.

   c. The English teacher can use Collaborative Strategic Reading in teaching reading in order that students are interested and are not bored in the teaching and learning process.

4. **Other Researchers**

   The result of the study will probably be used as the references for those who want to conduct the same type of research in an English teaching process, especially in improving the students' reading comprehension.

5. **Schools**

   For Teachers Training and Education Faculty, it is expected that the result of this study can be a medium and provide contribution to explore one of the language skills in teaching English.

CHAPTER II
LITERATURE REVIEW

A. Review on Reading Comprehension

1.   The Nature of Reading

There are many definitions of reading proposed by some experts. The first definition is proposed by Aebersold and Field (1997: 15). They say that reading is what happens when people look at the text and assign meaning to the written symbols in that text.

According to Wallace (1992: 4) reading is interpreting which means reacting to a written text as a piece of communication. In other words, we assume some communicative intents on the writer's part in which the reader has some purposes in attempting to understand.

Bond and Wagner (1963: 5) define reading is a process through which the reader tries to share an author's point of view, idea, and experiences in order to communicate with the author. From reading, the reader can get clear and vivid meaning from written material only to the extent that the reader has clear and vivid concepts to associate with the written symbols.

Another definition of reading is proposed by Grellet (1981: 3). He defines reading as understanding a written text by extracting the required information from it as efficiently possible.

According to National Capital Language Resource Center (NCLRC) by Catharine Keatley and Deborah Kennedy (2003), reading is defined as interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

De Boer and Dalman (1964: 17) state:

Reading is a much more complex process. We know that effective reading involves all of the higher mental process. It involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. Good

reading requires good thinking...We shall think of reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.

Furthermore, Urguhart (1998: 15) states that reading is a process of receiving and interpreting information encoded in language via the medium of print.

From the definitions above, it can be concluded that reading is a complex process that goes on between the reader and the text (the text present letters, words, sentence and paragraph that encode meaning) in order to understand a written text including receiving and interpreting information that the reader tries to share an author's point of view, idea, and experiences by using the readers' knowledge, skills, and strategies in order to communicate with him.

2. **The Purpose of Reading**

Reading is a variant skill in which there are different types of reading skills that corresponds to the many different purposes we have for reading. Rivers and Temperley in Nunan (1989: 33) suggest that second language learners will want to read for the following purposes:

a. To obtain information for some purpose or because we are curious about some topic.

b. To obtain instruction on how to perform some task for the work or daily life.

c. To act in a play, play a game, do a puzzle

d. To keep in touch with friends by correspondence or to understand business letter.

e. To know where or when something will take place or what is available

f. To know what is happening or has happened.

g. For enjoyment or excitement.

Supporting to the ideas above, Wallace (1996: 6-7) classifies the purpose of reading based on the personal reasons as follows:

a. Reading for survival

Reading for survival is reading a text that is very crucial for life, for example a warning signs, an admonition sign, an instruction sign, etc. Survival reading serves immediate needs or wishes.

b. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The readers needs to translate the text literally or metaphorically, to learn vocabulary, to identify useful structure or collocations, to use a text as a model for writing and practicing pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of the text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment.

3. Models of Reading

According to Aebersold and Field (1997: 18), there are three main models of how reading occurs:

a. Bottom- Up Model

It argues that the reader constructs the text from the smallest units (letter to words to phrases to sentences, etc) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process.

b. Top-Down Model

It argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their

expectations. The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already posses, then back when new or unexpected information appears.

c. **The Interactive Model**

Most researchers currently argue that both top-down and bottom-up processes are occurring, either alternately or at the same time. This model describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

4. **The Nature of Reading Comprehension**

Comprehension is the mind act or power of understanding (Hornby, 1987:174). Therefore reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on reader's experiences and prior knowledge

In line with Hornby, Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Grellet emphasize the importance of obtaining the required information in reading.

According to Howell, et al. (1993:82) reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. So, there is an interaction between the reader and writer.

Reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it is terms of their experiential background, and interpret it in relation to their own needs and purposes (Kennedy, 1981:192). While Adam (in Howell, Fox, Morehead, 1993: 182) states that reading comprehension is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies, to understand the text.

In line with some definitions above, Aebersold and Field (2000: 15) also argue that the processes of comprehending in which involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Furthermore, they state that the process of comprehending a text is not so exact since reading is a personal activity. It means that reading comprehension differs from one reader to another reader.

From the ideas above, it can be concluded that reading comprehension is a thinking process of comprehending a text or passage in which the reader uses code, context analysis, prior knowledge, vocabulary, language, and executive-control strategies to construct meaning what has been read in order to understand the writer's message in a written text in relation to extracting the required information from it as efficiently as possible based on the reader's needs and purpose.

There are many aspects of reading comprehension. In this research, the researcher limits the aspect of reading comprehension as follows: (1) reading to infer the meaning of words; (2) reading to identify the main idea of the text; (3) reading to find the implicit information of the text; (4) reading to find the explicit information of the text, and (5) reading to determine the references.

5. The Levels of Reading Comprehension

Crawford (2000: 38) states that there are three different levels of thinking applied to reading comprehension, namely literal, inferential, and critical comprehension.

First, literal comprehension refers to noting and relating details, looking for context clues, identifying text patterns, and development. At this level, teachers can ask some questions such as distinguishing relevant from irrelevant points, using clues to understand meanings of words, finding the fact, finding the general information, and guessing the meaning of unfamiliar words.

commit to user

Inferential comprehension refers to drawing conclusions and predicting outcome based on information in the text, e.g. guessing motivation of a character in a text using the dialogue or description; generalizing ideas presented in the text, identifying the main idea, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information.

Critical comprehension refers to distinguishing facts from opinions and evaluating tone, implications, and propaganda tools, e.g. questioning claims made by the author, analyzing, evaluating, expressing opinions about ideas in the text, interpreting the meaning based on the context, and making judgment

The writer concerns on the all levels of reading comprehension because the reading comprehension itself is a complex process that should be undergone by the students from the beginning until the end.

6. **Skills in Reading Comprehension**

According to Deboer and Dalman (1964: 134), there are several skills that make up the ability to comprehend what is read. According to the reader's purpose, the skills are:

a. Reading to find the main idea

b. Reading to select significant details

c. Reading to answer the question

d. Reading to summarize and organize

e. Reading to arrive at generalizations

f. Reading to follow directions

g. Reading to predict outcomes

h. Reading to evaluate critically

i. Reading graph, tables, charts, and maps.

Brown (2004: 187-188) also states that aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro- and macro skills

below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

a. Micro Skills of Reading Comprehension

There are seven micro skills in reading comprehension as follows:

1) Discriminate among the distinctive graphemes and orthographic patterns of English.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of words, and interpret word order patterns and their significance.

5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.

7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro Skills of Reading Comprehension

Macro skills also have seven ways in reading comprehension. They are:

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.

4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguish between literal and implied meanings.

6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

7. The Strategies for Reading Comprehension

Brown (2004: 188-189) mentions some principles strategies for reading comprehension as follow:

a. Identify your purpose in reading a text.

b. Apply spelling rules and conventions for bottom-up decoding.

c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

d. Guess at meaning (of words, idioms, etc.) when you are not certain.

e. Skim the text for the gist and for main ideas.

f. Scan the text for specific information (names, dates, key words).

g. Use silent reading techniques for rapid processing.

h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

i. Distinguish between literal and implied meanings.

j. Capitalize on discourse markers to process relationships

8. Factor Influencing Comprehension Ability

Reading comprehension is not an easy process. It requires a number of basic abilities. There are some factors that influence the development of comprehension. Dawson and Bamman (1967: 220-223) state that they are five factors which influence that comprehension ability. They are intelligence, experience, and mechanics of reading, interest span, and skills of comprehending.

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension.

b. Experience

Students will limited experience may have difficulty in comprehending many of the ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

d. Interest and Interest span

It is truism what we are respond quickly to what we read are interested in the topic or at least familiar with it. The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passages.

e. Skill of comprehending

Another obvious factor, which influences the amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills

Related to comprehension skills, Burn et al. (1984:151) formulated that the basic comprehension units in reading are words, sentence, paragraph, and whole selection.

a. Comprehending word-meaning

Probably the most basic of all comprehension abilities is associating the correct meaning of word with its printed symbol. Word meaning is so essential to word-recognition and so interrelated with word recognition. It is also true that the student comprehends the printed page only to the degree that he understands the specific meaning of essential word used by the author.

b.   Comprehending Thought Units

The core of efficient meaningful reading is having sufficiently rapid word-recognition techniques to enable the reader to assemble words into thinking units, coupled with skills in locating and using those units in rapid, thoughtful reading. It should be stressed that the development of reading by through units not only increases the speed of reading but also produces more adequate comprehension of the material read.

c.   Comprehending Sentence Sense

Sentence sense includes the student's appreciation of the unity of sentence. The students must be taught to sense the relationship between its parts, and to sense the parts in sentences of unusual order. The form of exercises that proves useful is to have the student locate in sentences within material he is reading those parts that tell who, did what, when, why, and so forth.

d.   Comprehending Paragraph

The basic element of paragraph comprehension is taught by giving specific attention to the meaning and organization of paragraph. The student should able to identify various types of paragraphs in the material he is reading, and then he should be able to identify the topic sentences. It can help him to understand the meaning of the paragraph.

e.   Understanding Total Selection

Sensing the meaning of a total selection is a basic comprehension ability that depends upon discerning the interrelationship among the paragraph and also the interrelationship among the various sections of larger presentation. Detecting the difference between well-organized and poorly organized factual or narrative presentation teaches understanding of the total selection.

9.   The Causes of Difficulty in Comprehension

De Boer and Dalman (1964: 132) illustrate the causes of difficulties in comprehension as follows:

a. Limited Intelligence

There is a substantial correlation between intelligence and reading ability. The level of intelligence will show the ability to comprehend a text. A person who has lower or lowest intelligence level faces difficulties in reading with comprehension.

b. Undesirable Physical Factor

Physical Factors relate to both reader and surrounding including facilities and material of reading. The condition of reader, physically undesirable will cause difficulties in reading comprehension .For example: Noisy surrounding, inadequate lighting and high or low temperatures may block the ability to comprehend the content of the text.

c. Overemphasis on word recognition

In reading, it is not suggested to overemphasize on word recognition. It is not wise to see a reading text word by word in order to find overall meaning. Reader should not know the meaning of each word perfectly and exactly. Recognizing the context of object being read is much more important in reading comprehension due to the constructing meaning.

d. Insufficient background for reading a selection

Another frequent cause of poor comprehension is lack of experience background essential to the understanding of what is being read. The understanding about the text types also will becomes a background for reading selection. If a reader have known or at least recognizes a certain text type, he will be easy to construct the meaning of a text which type is the same as what he knows.

e. Failure to adjust reading technique to type of reading material

A reader should be able to change his technique in reading when he read another text which has different genre. For example: when he read a story of folk tale, firstly he has to know that the text type or the genre of the folk tale is narrative so that he should read the text in chronological order by finding the plot of the story. But, when he turns into a text talking about the description of animal for example, he also has to change his technique

of reading into a description genre. He cannot use narrative technique again. If he does not change his technique of reading, he cannot comprehend the text very well.

10. Teaching Reading

Reading is one of receptive skill as the basic communicative skills, but is a very complex process. One way of facilitating a reader's interaction with a text and providing orientation to context and content is through various kinds of text-related tasks. The idea that there are three main types of reading activity, those which precede presentation of the text, those with accompany it, and those which follow item, is now a common feature of discourse about reading. Wallace (1992: 86) mentions that there are three stages in reading activities in the classroom as described below:

a. Pre- Reading activities

Some pre-reading activities simply consist of question to which the reader required to find the answer from the text. Traditionally this type of question followed the text and was designed to test comprehension, but in more recent material questions often precede the text and function as scanning task that is the learner reads the text quickly in order to find specific information related to the question.

b. While-reading activities

Generally the purpose of while-reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and writer.

c. Post-reading activities

Usually, the kind of post-reading activity consists of questions which follow a text.

B. Review on Collaborative Strategic Reading (CSR)

1. **The Nature of Collaborative Strategic Reading (CSR)**

According to Bremer, Vaughn, et al. (2002: 1) CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987) or student pairing.

Supporting to the Bremer, Vaughn, et al. ideas, Abidin, Z,M.J and Riswanto (2012: 194) also state that CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987) that the concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: Preview, Click & Clunk, Get the Gist and Wrap Up.

Furthermore, Klingner, et al. (2004: 292) state that Collaborative Strategic Reading (CSR) was a learning strategy designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms that it is built on the foundation of reciprocal teaching (Palincsar & Brown, 1984) and many of the features as associated with effective instruction (e.g., collaborative group work, interactive dialogue, procedural strategies).

Moreover, Kligner and Vaughn (2000: 75) also state that CSR is a classroom technique developed to take advantage of the potentials of collaboration for language development in content class-rooms that students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies *Preview, Click &*

Clunk, Get the Gist and Wrap Up to facilitate their comprehension of reading content-area text.

Based on the explanation above, it can be assumed that CSR is a reading comprehension strategy which engages students of various reading and achievement levels work in small group cooperatively in applying the four reading strategies which include *Preview, Click & Clunk, Get the Gist and Wrap Up* to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms.

2. **Strategies of Implementing CSR**

According to Abidin, M.J.Z and Riswanto (2012: 194), there are four comprehension strategies in Collaborative Strategic Reading (CSR), they are as follows:

a. **Strategy 1: Preview**

Teacher asks students to preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Teacher introduces previewing to student by asking them whether they have ever been to the movie and seen previews. Teacher prompts students to tell her what they learn from previews by asking questions like the following:

- Do you learn who is going to be in the movie?
- Do you learn during what historical period the movie will take place?
- Do you learn whether or not you might like the movie?
- Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs; and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about topic. Just as in watching a movie preview, students are provided with minimal time to generate their ideas and discuss their background knowledge and predictions.

b. **Strategy 2: Click and clunk**

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to each student to monitor their reading comprehension and to identify when they have breakdowns in understanding. Click refers to portions of the text that make sense to the reader: "Click, click,click"-comprehension click into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk"- comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clucks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading. After students identify clunks the class uses "fix-up" strategies to figure out the clunks. The fix-up strategies as follows:

- Reread sentence without the word. Think about what information that is provided that would help you understand the meaning of word.
- Reread sentence with the clunk and the sentences before or after the clunk looking for clues
- Look for a prefix or suffix in the word

- Break the word apart and look for smaller words you know.

In addition, there is a modification in using fix up strategies to figure out the clunks. This fix up strategy was different from the original one mentioned above. The modification of fix up strategies as follows:

Zohreh Ziyaeemehr (2012: 39) states that strategies to figure out the clunk are rereading the sentences with the clunk and look for key ideas to help you figure out the unknown word, and rereading the sentences before and after the clunk looking for clues. Meanwhile, Klingner, J.K and Vaughn, S (1999: 286) state that one of strategies to figure out the clunk are asking for help to others and use a picture.

Considering the ideas above, the writer modified the use of fix up strategies to figure out the clunk by (a) discussing with other group members and understand the clunk, (b) guessing the clunk from the picture, (c) rereading the sentences with the clunk and look for key ideas to help you figure out the unknown word, and (d) rereading the sentences before and after the clunk looking for clues.

c. **Strategy 3: Get the gist**

Students learn to "get the gist" by identifying the most important idea in a section of text usual a paragraph. The goal of getting the gist is to teach students to re-start in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When teacher teaches students to "get the gist" prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell the teacher in their own words the most important idea about the person, place, or thing. Teacher teaches students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

d. Strategy 4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starter to begin their questions: who, what, when, where, why, and how.

It is also a good idea to tell students to pretend they are teachers and to think of question cannot be answered, that might mean it is not a good question and needs to be clarified.

Teacher teaches students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right or implicitly in the passage," but you're heard." Teacher encourages students to ask questions that involve higher-level thinking skills, rather than literal recall.

To facilitate students' ability to generate higher-level questions, teacher may provide question stems, such as the following.

- How were___and___the same? Different/
- What do you think would happen if___?
- What do you think caused___to happen?
- What other solution can you think of for the problem of___?
- What might have prevented the problem of___from happening?
- What are the strengths (or weaknesses) of___?

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. Then, they take turns sharing what they learned with the class. Many students can share their best idea in a short period of time. It also provides students' opportunities to hear the other ideas and questions about the passage. Furthermore, it will provide the teacher about some valuable

information related to each student's level of understanding

| Before Reading |

Preview

1. Brainstorm

   What do we already know about the topic?

2. Predict

   What do we think we will learn about the topic when we read the passage?

| During Reading |

Click and Clunk

1. Were there any parts that were hard to understand (clunks)?

2. How can we fix the clunks? Use fix-up strategies.

   a. Reread the sentence and look for key ideas to help you understand the word.

   b. Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

   c. Look for a prefix or suffix in the word.

   d. Break the word apart and look for smaller words.

| After reading |

Wrap Up

a. Ask questions:
   What questions would check whether we understand the most important information in the passage and what are the answers to those questions.

b. Review
   What did we learn?

Get the Gist

a. What is the most important person, place, or thing?

b. What is the most important idea about the person, place, or thing?

Figure 2.1 Procedures of CSR

3. **Process of Implementing CSR**

According to Bremer, Vaughn, et al. (2002: 4), the basic steps to apply CSR in a cooperative learning group are as follows:

a. Step 1: Whole class introduction. The teacher introduces the topic, teaches key vocabulary, and provides the instructions such as pages to read, amount of time for lesson, and activity when done with CSR

b. Step 2: Cooperative group activity during preview, click and clunk, get the gist, and wrap up strategy. Each group member plays an assigned role and fills out a CSR learning log during those activities

c. Step 3: Whole class wrap up strategy. A teacher discusses the day's reading passage with the whole class by reviewing clunks, sharing some of their groups' questions, answering questions, or sharing some review ideas.

4. **The Role of the Students in CSR**

As stated by Klingner, J.K and Vaughn, S (1998: 35) that students are important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the leader. Students can perform more than one role at a time, if necessary possible role include the following:

a. Leader

This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

b. Clunk expert

This student's uses clunk card to remind the group of the steps to follow when trying figure out a difficult word or concept.

c. Announcer

This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

d. Encourager

This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestion for improvement.

e. Reporter

During the whole-class wrap up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.

f. Time Keeper

This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

5. **The Role of the Teacher in CSR**

It is stated in SREE Conference Abstract Template (2010: 3) that once the teacher has taught the strategies and procedures to students in implementing the four reading strategies in Collaborative Strategic Reading (CSR), teacher role is to circulate among the groups and provide ongoing assistance. Teacher can help by actively listening to students' conversation and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. It is expected that students will need assistance learning to work in cooperative groups, implementing the strategies, and mastering academic content.

6. **The role of the Materials in CSR**

According to Klingner, J.K and Vaughn, S (1998: 35), there some materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques. These materials are as follows:

a.   **Cue sheet**

Cue sheets outline the procedures to be followed in cooperative learning groups and provide structure and support for students while they are learning CSR. Each role comes with a corresponding cue sheet that explains the steps to be followed to fulfill that role (see below, for sample). Cue sheets seem to help students stay focused and on task, and increase their confidence. Students should discontinue use of the cue sheets when they feel secure in carrying out their roles. The following is the sample of cue sheets:
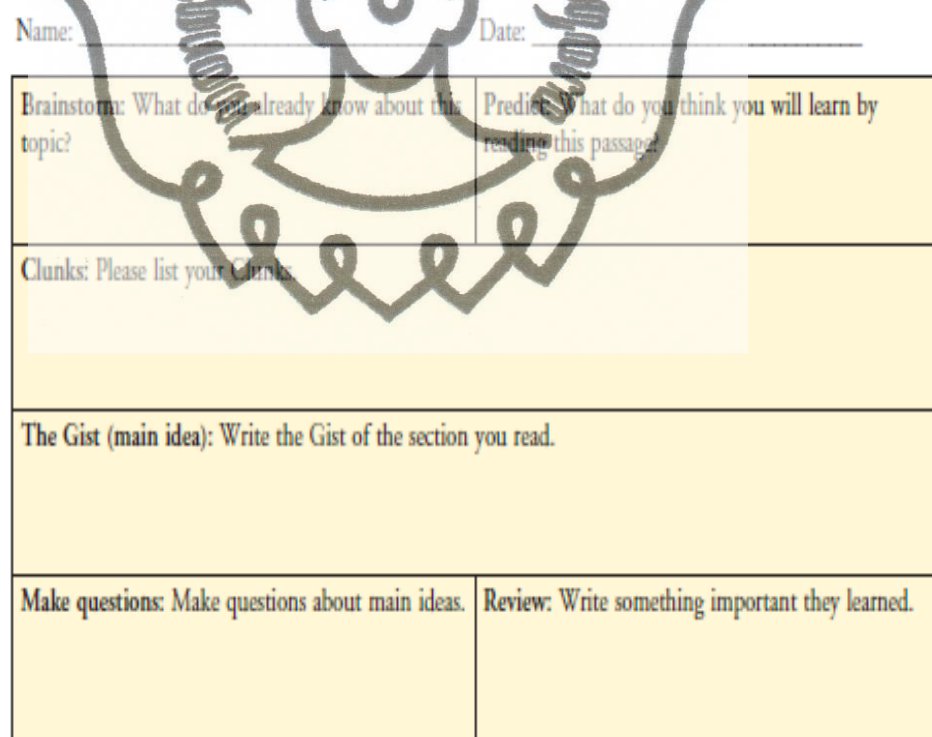
Before Reading	During Reading	After Reading
Preview	**Read**	**Wrap up**
Today's topic is _____.	Who would like to read the next section?	Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs.
Let's brainstorm everything we already know about the topic and write it on your learning logs.	**Click and Clunk** Did everyone understand what we read? If you did not, write your clunks in your learning logs.	
Who would like to share their best ideas?	If someone has a clunk, Clunk Expert, please help us out.	Who would like to share their best question?
Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs.	**Get the Gist** It's time to Get the Gist. Gist Expert, please help us out.	In your learning logs, let's write down as much as we can about what we learned today.
Who would like to share their best ideas?	Go back and repeat all of the steps in this column over for each section that is read.	Let's go around the group and each share something we learned.
		Compliments and Suggestions The Encourager has been watching carefully and will now tell us two things we did really well as a group today.
		Is there anything that would help us do even better next time?

Figure 2.2 CSR Leader's Cue Sheet

Adopted from Texas Center for Reading and Language Arts. (2000). *Professional development guide: Enhancing reading comprehension for secondary students part II.* Austin, TX: Texas Center for Reading and Language Arts.

b. **CSR learning log**

CSR learning logs enable students to keep track of learning "as it happens" and provide a springboard for follow-up activities. Logs furnish an additional way for all students to participate actively in their groups. Logs can be used for recording ideas while applying every strategy, or only used for some of the strategies (e.g., for writing down clunks and key ideas). Logs might be kept in spiral-bound notebooks or journals made by folding paper in half and stapling on a construction paper cover. We may create a different learning log for each social studies or science unit; these logs provide written documentation of learning and become excellent study guides. CSR Learning Log can be illustrated as follows:

Name: _____	Date: _____
Brainstorm: What do you already know about this topic?	Predict: What do you think you will learn by reading this passage?
Clunks: Please list your Clunks.	
The Gist (main idea): Write the Gist of the section you read.	
Make questions: Make questions about main ideas.	Review: Write something important they learned.

Figure 2.3. CSR Learning Log
Adopted from Texas Center for Reading and Language Arts. (2000). *Professional development guide: Enhancing reading comprehension for secondary students-part II.* Austin, TX: Texas Center for Reading and Language Arts.

c. **Reading materials**

CSR was designed primarily to be used with expository text found in social studies and other content area textbooks, yet CSR can also be used with narrative text. Teacher should select reading material with well-formed, interesting passages that are conductive to strategy application. Such material is characterized by the following:

- Provide clues/ picture that help students predict what they will be learning
- Have one main idea in a paragraph
- Provide context that helps students connect information

d. **Clunk Card**

Each of four clunk card contains one fix up strategies. Fix up strategies included in the clunk card in this research are: (a) discussing with other group members and understand the clunk, (b) guessing the clunk from the picture, (c) rereading the sentences with the clunk and look for key ideas to help you figure out the unknown word, and (d) rereading the sentences before and after the clunk looking for clues.

e. **Timer**

A timer is optional. Kitchen timers that students set by themselves can help groups to remain on task and not get excessively bogged down with any one strategy or step in the CSR process. For example, the timekeeper might say, "We have 10 minutes to write down everything we already know about the topic." Then the timekeeper would set the timer for 10 minutes.

C. Collaborative Strategic Reading (CSR) and Reading Comprehension

Some linguists argue that Collaborative Strategic Reading can improve reading comprehension. First, Janette K. Klingner and Sharon Vaughn (1998:32) say that CSR is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively since it used social studies and finally, it is turned beautifully. Secondly, Dr.

Domino in Klingner (1998) argues that teaching the strategies can be challenging, CSR used "explicit comprehension instruction", that it self- regulation skills are needed to comprehend the text well. Thirdly, Palincsar and Brown in Klingner (1998) states that CSR is reciprocal reading strategy in which students use four strategies to help them improve their ability to monitor and improve their own comprehension. Fourthly, Pekulski in Klingner (1998) argues that sound pedagogy in reading comprehension instruction would call for teaching four or five strategies. Furthermore, the benefit for the students when the strategies are taught is to emphasize the grades consistently.

From the ideas above, it can be concluded that CSR is able to make the learners learn metacognitive knowledge, build their vocabulary, work together cooperatively and improve learners' reading comprehension.

D. Advantages and Disadvantages of Collaborative Strategic Reading (CSR)

According to Abidin, M.J.Z and Riswanto (2012: 194), there are some reasons why it is needed to implement CSR in reading class. These reasons can be included as the advantages of implementing CSR. They are as follows:

1. CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively. Elkaumy (2004) in Abidin, M.J and Riswanto defines metacognitive strategies in three ways: planning, self-monitoring and evaluating or think about thinking. Planning is to have reading purpose in mind and to read the text in the terms of this purpose, so the readers are more selective and focus the desired information. Self-monitoring is to regulate the reading process and use the strategy at the right time. Evaluating is the reform phase of reading process such as: changing the strategy if necessary, control whether the purpose is reached or not,

2. CSR engages students to work in small group cooperatively, so the students have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills in achieving similar learning

goals. Furthermore, according to Orlich, et al. (1998: 276) states that the benefits of cooperative learning are:

a. It improves comprehension of basic academic content

b. It reinforces social skills

c. It allows student decision making

d. It creates active learning environment

e. It boosts students' self- esteem

f. It celebrates diverse learning style

g. It promotes student responsibility

h. It focuses on success for everyone.

Supporting to the ideas above, dealing with the implementation of CSR which is done collaboratively, Demachkie, M.O and Oueini, A. (2008) also state that there are two advantages in applying Collaborative Strategic Reading in the class. The first advantage is by making students work collaboratively, students will yield positive results in reading comprehension. The second advantages are the students will spend greater time engaged in academic behavior and supported one another while trying to read the text using the prescribed method.

In addition, Kligner, et al. (2004: 292) also states his idea about CSR which it also can be included as the advantages of CSR. They are as follows;

1. Collaborative Strategic Reading (CSR) was a learning strategy designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms.

2. CSR was designed to address three prevailing educational problems:

a. How to adequately include struggling reader, English language learners (ELL) and students with reading disabilities in text-related learning.

b. How to teach text comprehension strategies that improve students' reading comprehension.

c. How to provide opportunities for struggling reader, English language learners and students with reading disabilities to interact effectively with peer and enhance their achievement.

As we know that CSR stands for Collaborative Strategic Reading, so it can be assumed that Collaborative Strategic Reading (CSR) is a strategy in teaching reading collaboratively. Whereas, Middlecamp, C (2000) states that there are some disadvantages of Collaborative Learning. They are as follows:

1. **Sometimes there are some people who can't learn as quickly as the others.**

    Some people need to go at different speeds to fully understand and absorb the information. Some groups may go too fast for one person and that person feels lost, so he or she just copies. Furthermore, there may be one group member who doesn't learn as quickly as the others, and get left behind, and ultimately not learn anything at all. Similarly, if one does not learn as quickly and the group tries to slow down to explain things to this member. The whole group may end up falling behind.

2. **Quiet people may not feel comfortable**

    More quiet people may not feel comfortable expressing themselves and their ideas with a group.

3. **Sometimes people just don't get along**

    Sometimes people just don't get along, no matter how hard they try, when we put a group of people that have never worked together, their personalities might clash. Their personalities might lead to arguments which this would waste time and lead to an unproductive group.

E. Rationale

After analyzing the results of pre- research which cover pre-observation, interview, pre-test, and questionnaire, the researcher identified the problems during reading activity conducted in the class into two categories. The first category deals with students' reading comprehension. It can be seen from some indicators: (1) students had difficulty in inferring the meaning of certain words in the text; (2) students had difficulty in identifying the main idea of the text; (3) students had difficulty in finding the implicit information of the text; (4) students had difficulty in finding the explicit information of the text, and (5) students had difficulty in determining the references of certain word.

The second category deals with the problems of classroom situation during teaching and learning process conducted. They are as follows: (1) students paid little attention when teaching learning process in reading lesson was conducted. They seem bored and did not have interest in learning further because the teacher had taught them in monotonous ways; (2) Most of the students were doing non-academic activities rather than academic one. They preferred spending their time for useless activities such as, chatting with their friend, daydreaming, or doing other lesson's homework in English class; (3) Most of the students tended to be a passive students. They did not want to ask to the teacher when they had difficulty. They tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question dealing with teacher's explanation when the teacher invited them to do so. The result was when they were asked to do the reading assignments related to teacher' explanations before it, they could not do it well; (4) Most of the students were very lazy to fulfill the reading assignment that the teacher instructed to them. They just tended to copy their friends' work. It means that the students were not interested to do the reading assignment the teacher instructed.

Based on the identified problems above, it is very important to find the solution to solve those problems. For solving the problems, the researcher proposes the use of Collaborative Strategic Reading (CSR). As stated by Kligner and Vaughn (2000: 75) that CSR is a classroom technique developed to take advantage of the potentials of collaboration for language development in content class-rooms that students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies *Preview, Click & Clunk, Get the Gist and Wrap Up* to facilitate their comprehension of content-area text. Therefore, by the use of the four reading strategies in Collaborative Strategic Reading (CSR) can solve the identified problems related to students' reading comprehension. The reasons are as follows;

In preview strategy, students recall what they already know about the topic and predict what the passage might be about. So, it will allow students to generate interest and activate their background knowledge in order to predict what they

will learn and engage them in active reading from the onset. Furthermore, it will help students to find the general information of the text they will read.

In click and clunk strategy, students monitor their reading comprehension by identifying clunks or unknown words, concepts and ideas in the passage, and using fix-up strategies when the text does not make sense. For this reason, it is expected that students' problem relate to their difficulty in inferring the meaning of certain word in the text and determining the references in the text can be overcame by using fix - up strategies through click and clunk strategy.

In get the gist strategy, students restate the most important idea in a paragraph or section such as the most important idea about the person, place, or thing to confirm their understanding of the information in the text. Therefore, by using this strategy is expected that students' problems relate to their difficulty in identifying the main idea of the text will able to overcome.

In wrap-up strategy, students learn to wrap up by formulating WH questions along with its answers and reviewing the most important ideas to make a summary about what they have learned when reading the text. So, by using this strategy is expected that students' problem relate to their difficulty in finding the explicit and implicit information of the text can be solved.

Besides that, cooperative learning concept in CSR also will make the students more active, communicative, and confident. It happens because all students will be involved in classroom learning. Students will never speak up in the class will be given opportunity to speak up, at least sharing their idea in their own group, giving feedback, and reporting what they have found and learned in their own group to the class. Even, explicit comprehension instruction concept when applying the four reading strategies of CSR also enable the students become more paid full attention during teaching learning process conducted.

In addition, meaningful task has been assigned to each group members will enable the students to reduce useless activity they did during teaching learning process and make them spending greater time to engage in their academic behavior. Moreover, they will be more responsible and confidence to do the task

either the task based on their own job description in their group or their own group task that they have to finish it on time.

From the benefits of Collaborative Strategic Reading (CSR) above, it can be assumed that the use of Collaborative Strategic Reading (CSR) enables the students to improve their ability in comprehending the text and improves students' good behavior toward teaching learning process.

F. Hypothesis

Based on the basic assumption above, the hypothesis can be formulated as follows: the use of Collaborative Strategic Reading (CSR) can improve students' reading comprehension of eighth grade students of SMP Negeri 1 Ngadirojo
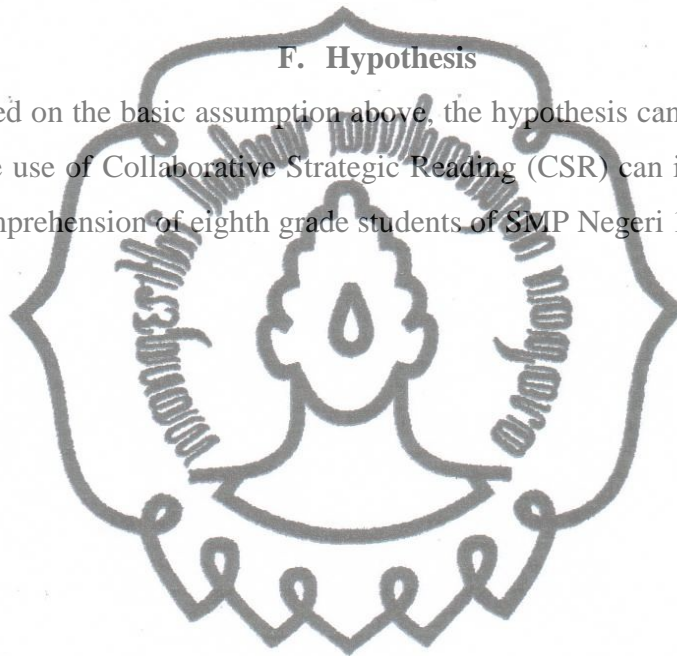
CHAPTER III

RESEARCH METHOD

A. Context of the Research

1. Place and Time of the Research

The Research is carried out in March-May 2012 at the VIII grades students of SMP Negeri 1 Ngadirojo in the academic year of 2011/2012. (See below).

Table 3.1 The Schedule of the Research

No	Activity	Time of Research	
1.	Pre-Research activity	March	2012
2.	Preparation of instrument	March	2012
3.	Pre Test	March	2012
4.	Action of Cycle 1	March	2012
5.	Post Test of Cycle 1	March	2012
6.	Action of Cycle 2	March	2012
7.	Post Test of Cycle 2	April	2012
8.	Analyzing the Data	May	2012

SMP Negeri 1 Ngadirojo is located in Jln Ngadirojo-Pacitan Km 3, Ngadirojo, Wonogiri 57681. It is about 10 Km from Wonogiri regency to the east, then 3 Km from Ngadirojo district to the south.

2. Subject of the Research

The subjects of the research were the eighth grade students, especially for VIII B students at SMP Negeri 1 Ngadirojo. This class consists of 31 students; 15 female and 16 male.

B. Research Method

1. The Nature of Action Research

The research used Action Research. Burns (1994: 293) says that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it,

involving the collaboration and cooperation of researchers, practitioners and laymen.

Ebbut (1998) in Hopkin (1993: 45) states that action research is about the systematic study of attempt to improve educational practice by groups of participants and by means of own reflection upon the effect of those actions.

Another definition of action research is proposed by Mills (2000: 6). He states that action research is any systematic inquiry conducted by teacher, researcher, principal, school counselor, or other stakeholders in the teaching and learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn.

From the definition above, it can be concluded that action research is any systematic inquiry conducted by teacher, researcher, principal, school counselor, or other stakeholders in the teaching and learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learning in order to find practical problem solving in social situation by means of their own practical action and by means of own reflection upon the effects of those action in order to get better improvement.

2. **The Features of Action Research**

Burn (1999: 30) states that there are 4 common features which can be considered to characterize action research:

a. Action research is contextual, small, scale and localized- it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Supporting to the characteristics mentioned above , Kemmis and McTaggart (1988) in Nunan (1992: 17) argue that the characteristics of

action research are as follows: firstly, it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things.

3. **The Models of Action Research**

Models of Action Research which is used in this research is Action research based on Kemmis and Mc Taggart model. According to Kemmis and Mc Taggart (1998) in Burns (1999: 32) explain that action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which participants in action research group undertake to:

a. Develop a plan of critically informed action to improve what is already happening.

b. Act to implement the plan.

c. Observe the effects of the critically informed action in the context in which it occurs.

d. Reflect on this effect as the basis for further planning, subsequence critically informed action and so on through a succession of stages.

Visually, the steps in action research by Kemmis and McTaggart (Burns: 1999:33) can be illustrated as follows.
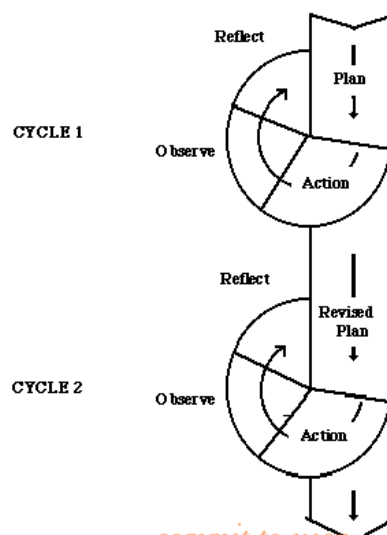
Figure 3.1 An Ilustration of Action Research Spiral

There are four steps of each cycle. The first is planning: develop a plan of critically informed action to improve what is already happening. The second is action: act to implement the plan. The third is observation: observe the effect of the critically informed action in the context in which it occurs. The last is reflection: reflect these effects as the basis for further planning. These four steps in the model can be expanded into six steps in the procedure of action research. The procedures are as follows:

a. Identifying the problem

The researcher identifies the problem before planning the action. She conducted the pre-research at SMP Negeri 1 Ngadirojo. She found that reading was the most difficult skill in the eight grade students of SMP Negeri 1 Ngadirojo. The problems were identified by using four instruments. They were as follows:

1) Interview the teacher and the students

The interview is held to know the students' opinion about English and the teaching learning process in the classroom. The teacher told that the student' reading comprehension in understanding the text still can be categorized low.

2) Observation during the teaching and learning process

Observation is held in the classroom during the teaching and learning process. It is done to know the students' behavior during the teaching learning process, to know how far the students comprehension in understanding the text, the teacher techniques in the teaching and learning process, and to know the class situation during the teaching learning process. Besides, they were less active and less cooperative in the class.

3) Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It consists of some questions about the students'

problems in reading, problems in class situation, and the causes of those problems.

4) Pre-Test

The researcher conducts the pre-test to know the students' reading skill. The pre-test is held before the implementation of the research.

b. Planning the action

The researcher plans everything related to the action as follows:

1) Making the lesson plans, preparing the materials and designing the steps in doing the action for teaching reading in the classroom.

2) Preparing sheets to note all activities happen in the teaching learning process and a camera to take photos of the teaching and learning process in the class

c. Implementing the action.

The teacher teaches the students based on the plans. The teacher uses Collaborative Strategic Reading technique in teaching and learning reading.

d. Observing the action

The researcher observes all the activities in teaching learning process. She keeps note all of the activities in the classroom. The results of the observations are presented in the form of field notes.

e. Reflecting the action

The researcher makes an analysis toward what the teacher have done in the teaching and learning process. A researcher makes an evaluation towards implementation of research in the class and finds weakness found in the implementation that this weakness is a basic to conduct the next step in the next cycle.

f. Revising the plan

The researcher revises the plan based on the weakness which is found in the previous cycle to get better result of the action.

C. Techniques of Collecting the Data

Data play an important role in a research because the conclusion of the research is taken from the data. Therefore, the accuracy of the data will determine the quality of the research result. The techniques in collecting the data used in this research are:

1. **Observation**

   Observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. The objects of observation were the situation while teaching and learning process happens, students' progress, and how teacher teaches.

2. **Questionnaires**

   A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

3. **Interview**

   An interview is a data collection technique that involves oral questioning of respondents either individually or as a group. Answer to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by record the responses using recorder or by a combination of both. The objects of interview were the situation while teaching and learning process happens, students' problems in learning process, teachers' problem in teaching process, and how teacher teaches.

4. **Note and Diaries**

   The researchers made a diary or note about his/her activities during the research, and it added the data needed. Field notes are used to record the process of teaching and learning and are used to record the observation during those processes in classroom. Diaries are personal documents which are an alternative to field notes.

5. **Test**

This type of collecting data is used to collect the data of students' reading comprehension. The writer used written objective test type. They were pre-test and post-test.

6. **Documents**

A document is a bounded physical or digital representation of a body of information designed with the capacity (and usually intent) to communicate. It includes students' portofolios / assessment, students' records, lesson plans, classroom materials, and previous test or examination papers. It can be used to analyze to what extent the changes that have been implemented are working.

D. Techniques of Analyzing the Data

Data analysis is the point where statements or assertions about what the research produced. It involves describing and explaining the data The most common way to analyze data in the research study was by categorizing them as using either qualitative or quantitative approaches. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and therefore it is more subjective. Meanwhile, quantitative is broadly used to describe what can be counted or measured and it can be considered objectively.

This research belongs to qualitative and quantitative research. In short, there is combination between quantitative and qualitative. Furthermore, a qualitative approach has aims to offer descriptions, interpretations, and clarifications of naturalistic social contexts (Burn: 1999: 22). Burn (1999: 157-160) notes that in analyzing the qualitative data, the researcher needs to do some the following steps:

1. Assembling the data

The first step is to assemble the data that have been collected over the period of the research: field notes, questionnaires, diaries, interviews and so on. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together. By scanning the data in this

way, the researcher begins the process of more detailed analysis bu bringing up possible patterns which can be adapted or added to as the researcher proceed.

2. Coding the data

Once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. The main at this stage is to describe and display the data rather than to interpret or explain them.

4. Building interpretations

This is the point where a researcher moves beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concept.

5. Reporting the outcomes

The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with example from the data. What makes action research different from other reflective processes associated with teaching is that data have been systematically collected and analyzed. This systematic aspect needs to be shown in a report.

In analyzing the quantitative data, the researcher used descriptive statistics. The mean of pre-test and post- test are calculated with the formula as follows:

$$\overline{X} = \frac{\Sigma x}{n} \qquad \overline{Y} = \frac{\Sigma Y}{n}$$

X	=	The sum of students' score before the action
Y	=	The sum of students' score after the action
X	=	Means of students' score before the action
Y	=	Means of students' score after the action
N	=	Number of student

From the calculation result using the formula above, it can be seen the improvement of the result of pre-test and the post-test. From analysis of the data, the student's reading comprehension has been known. Besides that, we can know the result of improving students' reading comprehension through Collaborative Strategic Reading (CSR) whether it is successful or not.

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CHAPTER 1V
RESEARCH FINDINGS AND DISCUSSION

This chapter has three sections. Section A relates to the introduction in which it describes the condition before the research. Next, section B describes research implementation, and finally, section C is the research findings and discussion of the findings.

A. Introduction

This research is aimed at finding out whether the use of Collaborative Strategic Reading (CSR) improves the student's reading comprehension and to identify what happens to the class situation when Collaborative Strategic Reading (CSR) is implemented in improving students' reading comprehension. Furthermore, the research describes the teaching learning situation when Collaborative Strategic Reading (CSR) is implemented in reading class. The research was carried out at SMP Negeri 1 Ngadirojo, especially in VIII B class.

The situation before the research was identified in pre-research stage. This was aimed at finding out the problems during the teaching learning process in reading class and finding out the current students' reading comprehension. Furthermore, the pre-research activity was carried out to identify students' problems in reading comprehension, problems in the classroom situation, and the causes of those problems (viewed from teacher's aspect, learners' aspect, and teaching material aspect). As the problems were identified, the researcher could decide what kind of the solution would be used to solve those problems. To reach this purpose, the writer conducted pre-observation, interview with the teacher and the students, giving questionnaires, and pre-test as well.

At last, the main problems that could be identified are: students' problem in reading comprehension and classroom situation. Furthermore, the researcher also found out the causes of the problems. The result of pre-research activities is described in table 4.1.

Table 4.1 The Result of Previous Condition

Condition
1. Students' reading comprehension
a. Students had difficulty to infer the meaning of some words in the text;
b. Students had difficulty to identify the main idea of a paragraph in the text;
c. Students had difficulty to find implicit information of the text;
d. Students had difficulty to find the explicit information of the text; and
e. Students had difficulty to determine the reference of some words in the text.
2. Reading classroom situation
a. Low attention of the students during reading lesson when teaching learning process conducted;
b. Almost of the students did non academic activities rather than academic activities;
c. Most of the students were passive during teaching learning process. They did not want to ask to the teacher when they had difficulty;
d. Most of the students were lazy to fulfill the reading assignment the teacher instructed;
3. The causes of the problem
a. Students have low motivation to read English text;
b. Most of the students were passive;
c. Teacher's teaching technique was so monotonous. The teacher has never taught the students by different methods and techniques in his instructional process;
d. Teaching material used was monotonous and less attractive

1. **Students' Reading Comprehension**

The students' competence of VIII B class at SMP Negeri 1 Ngadirojo in reading comprehension was poor. This condition was identified from their pre-test scores which mostly unsatisfying. The result of pre-test of reading comprehension is as follows:

Table 4.2 The Result of Pre-Test Score

Explanation	Score
The Highest	56.67
The Lowest	23.33
The Mean	41.08

Based on the table above, the highest score in the pre-test was 56.67. Furthermore, the lowest score in the pre-test was 23.33. The last, the mean score in the pre-test was 46.76.

Another important consideration was about students' scores viewed from their reading comprehension. The students' mean score in vocabulary was 43.47. The students' mean score in main idea was 50.54. The students' mean score in implicit information was 17.42. The students' mean score in explicit information was 44.32. Finally, the students' mean score in reference was 44.62. The more complete data about the students' reading comprehension can be seen in the table 4.3.

Table 4.3 The Result of Pre-Test Viewed from Students' Reading Comprehension.

No	READING COMPETENCE	HIGH	LOW	MEAN
1.	Main Idea	66.67	16.67	50.54
2.	Implicit Information	60	0	17.42
3.	Explicit Information	57.14	16.67	44.32
4.	Vocabulary	83.33	0	42.47
5.	Reference	66.67	16.67	44.62

1. **Reading Classroom Situation**

   Before conducting the research, the teaching learning process was not inspiring. Based on the researcher's observation, she found the facts that could be explained as follows: (1) Low attention of the students during reading lesson when teaching learning process conducted; (2) Almost of the students did non-academic activities rather than academic activities; (3) Most of the students were passive during teaching learning process. They did not want to ask to the teacher when they had difficulty; (4) Most of the students were lazy to fulfill the reading assignment the teacher instructed.

2. **The Causes of Reading Comprehension Problems**

   The causes of students' reading difficulties were based on three aspects. They were from teacher, the students and the material used. From the students' aspect, the causes were students had low motivation to read English text, and most of the students were passive. From the questionnaire of pre research,

58.06% of the whole students did not like to read English text (Q_bA_3). In the interview, when the researcher asked "*Apakah kamu memiliki masalah dalam kosakata ketika membaca suatu teks bahasa inggris?*" (I_bED_9). All of the three students, which were student TR, student HC, and student FVK said "*Iya*". From the explanation above, it could be derived that the students had problem in vocabulary. That was why, the students were not interested in reading English text.

The next problem, most of the students were passive. From the questionnaire results, 51.61% of the whole students tended to be passive students (Q_bC_{29}). They did not want to ask to the teacher when they had difficulty in reading lesson. They tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question dealing with teacher's explanation when the teacher invited them to do so. It happened because they were shy and afraid of making mistake so that the students tended to be passive and silent. So, when they were asked to do the reading assignment, they could not do it well. Even, they needed a long time to finish easy reading assignment in daily teaching learning activities. It was in line with the result of the questionnaires. It was proved that 54.84% after being scored, the students seldom to asked to the teacher when they had difficulties during reading lesson (Q_bC_{28}).

From the teacher's aspect, the cause was teaching technique used by the teacher was so monotonous. The teacher had never taught the students by different methods and techniques in his instructional process. She used only students' worksheet to teach reading. Then, based on the pre-observation showed that in teaching learning process, the teacher taught the students by activity as follows: first, she asked the students to read aloud the text, one student one paragraph. Second, the teacher and the students tried to translate the text one paragraph by one paragraph together. Third, the teacher analyzed the generic structure of the text. Fourth, the teacher asked the students to answer the questions below the text individually for school assignment and students' homework. Those activities were applied in every meeting of reading class.

Therefore, the monotonous teaching and learning activity made the students were not interested and get bored during reading class.

Supporting to pre-observation above, the result of questionnaires showed that 61.29% of the whole students stated that teaching technique applied by the teacher in reading lesson was less attractive (Q_bC_{19}). Besides that, the result of interview also showed that 58.06% of the whole students stated that teaching technique used by the teacher in reading lesson was monotonous (Q_bC_{20}). In the interview, when the researcher asked "*Apakah guru kamu selalu menggunakan kegiatan-kegiatan yang sama pada setiap pertemuan selama pelajaran reading di kelas?*"(I_bED_{22}), all of the three students, that were student TR, student HC, and students FVK said "*Iya, sama*".

In addition, the teacher informed to the researcher that the main obstacle in reading lesson is students' vocabulary was still low so that it became an obstacle for the students in comprehending the reading passage as a whole. For solving the problem, the teacher gave an obligatory for the students to bring the dictionary in every English lesson. Next, for motivating the students to open their dictionary, the teacher asked them to underline the difficult words they had found in the text. Then, the teacher asked them to find the meaning of those difficult words in their English dictionary. After that, the teacher asked the students to come forward in front of the class to write those difficult words along with its meaning.

Moreover, in giving reinforcement of students' vocabulary, sometimes the teacher also gave vocabulary test such as the teacher gave several lists of verbs and the students were asked to write the meaning of those verbs along with its change from the first verb to the second verb. It was proved in the interview as the teacher said "*Terus untuk memberikan penguatan kosa kata kadang saya juga memberikan teks khusus vocab, jadi mengingat vocab. Model teksnya seperti daftar kata kerja dan perubahannya dari verb 1 menjadi verb 2. Misalnya 20 kata kerja dan saya kasih waktu 10 menit, saya minta untuk menulis arti sekaligus perubahannya dari verb 1 menjadi verb 2, ya seperti itu*". (I_bSL_{14})

From the teaching material aspect, the cause was teaching material used in every meeting is monotonous. Teacher used only students' exercise book (LKS) to teach reading in every meeting. This cause was in line with the result of the questionnaires. It could be seen that 90.32% after being scored, the students stated that the teacher always used teaching material from students' exercise book (LKS) continually (Q_bC_{23}). Moreover, 58.06% of the whole students also stated that teaching material used by the teacher in teaching reading was less attractive (Q_bC_{24}). That's why, it made the students get bored and did not have interest during teaching and learning process. In addition, the result of the interview with the students before the research was carried out also showed the similar things. When the researcher asked "*Kemudian untuk pelajaran reading, Bu Siri mengambil materinya darimana dek"(*I_bED_{25}*)*, student TR said "*Biasanya dari LKS"*. Similar to student TR, student HC answered "*Kebanyakan dari LKS"*. Then, student FVK also said "*Dari LKS"*.

Considering the facts above, the researcher proposed the solutions of the problems. The solutions are as follows: (1) the researcher would like to use narrative text during the research as it is suited with the syllabus and the students were familiar with narrative text than the others; (2) the researcher is recommended by the collaborator to give more motivation for the students; and (3) the researcher would like to use reading strategy collaboratively, in this case the researcher used Collaborative Strategic Reading (CSR) to improve students' reading comprehension.

By the use of Collaborative Strategic Reading (CSR), the students can build their vocabulary mastery and they can work together cooperatively applied the four reading strategies which covered Preview, click and clunk, get the gist and wrap-up strategy. These four reading strategies will help the students to improve their ability in monitoring their own group learning progress and improving their own comprehension, especially in reading a text.

From the benefits of Collaborative Strategic Reading (CSR) above, it could be seen that the use of the four reading strategies which is implemented in Collaborative Strategic Reading, that were Preview, Click and Clunk, Get the

Gist and Wrap Up strategy would overcome the identified problems that the students had in reading the text.

B. Research Implementation

Before conducting the research, the researcher told the teacher ES as the English teacher of VIII B class that the researcher would conduct an action research as her thesis. She permitted the researcher to conduct CAR in her classroom. She wanted to know her students' improvement through the research. Teacher SL and the researcher worked together in implementing the research. Teacher SL was the observer while the researcher was the practitioner and the observer too. The researcher conducted the action research in two steps. First, she did the pre-research observation and then she conducted the action research. Having identified the problems found in the pre-research, the researcher tried to cover those problems by implementing Collaborative Strategic Reading (CSR) in teaching reading lesson. The overview of research implementation is shown in table 4.4

Table 4.4 The Overview of Research Implementation

I. **Pre – Research : Gaining Base Line**
• Observing :   March 10th, 2012 • Interviewing : March 12th, 2012 • Giving Questionnaire: March 10th, 2012 • Conducting Pre -Test
II. **Research Implementation**

Cycle 1 : Narrative Text
 	
    • Meeting 1 : March 15th, 2012; Cinderella
    • Meeting 2 : March 19th, 2012; The Ant and the Dove
    • Meeting 3 : March 22th, 2012; The Lion and the Mouse
    • Meeting 4 : March 24th, 2012; Post Test of Cycle 1

Cycle 2 : Narrative Text
 	
    • Meeting 1 : April 16th, 2012; The Stork and the Wolf
    • Meeting 2 : April 19th, 2012; The Cap sellers and the Monkeys
    • Meeting 3 : April 21th, 2012; The Hen that laid the Golden eggs
    • Meeting 4 : April 28th, 2012; Post Test of Cycle 2

Based on the table above, it can be described that the materials for the two cycles were narrative texts. In this research, the implementation was held in two

cycles. Each cycle consisted of three meetings. Every meeting had the time duration for 80 minutes. The result of the first cycle became the consideration for planning the second cycle. In the second cycle, teacher was still use Collaborative Strategic Reading (CSR) and focused on improving three indicators (vocabulary, main idea, and implicit information). Furthermore, each cycle consisted of series of steps consisting of: (1) identifying the problems; (2) planning the action; (3) implementing the action; (4) observing the action; and (5) reflecting the observation results. The description of each cycle was presented in the following parts:

1. **Cycle 1**

    a. **Identifying the Problems**

    Based on the Pre-observation, the result of questionnaires, the result of interview with teacher and the students, and students' reading score in pre- test as well, the researcher identified that there are the main problems happened in teaching learning process. The main problems could be categorized into two categories: The first category dealt with students' problem in reading comprehension. As stated before that students' reading comprehension was still low. This condition was identified from their pre-test scores which mostly unsatisfying. It was proven from the students' mean score of pre-test was 41.08.

    The second category dealt with classroom situation problems. Based on the Pre-observation, the researcher found the facts as follows: (1) Low attention of the students during reading lesson when teaching learning process conducted; (2) Almost of the students did non academic activities rather than academic activities; (3) Most of the students were passive during teaching learning process. They did not want to ask to the teacher when they had difficulty and (4) Most of the students were lazy to fulfill the reading assignment the teacher instructed.

    The cause of those problems could be categorized into three aspects. From the students' aspect, the causes were students had low motivation to read English text, and most of the students were passive.

    From the teacher's aspect, as stated above that teacher's teaching technique was so monotonous. The teacher has never taught the students by

different methods and techniques in his instructional process. She used only students' worksheet to teach reading. Then, she taught the students by activity as follows: first, she asked the students to read aloud the text, one student one paragraph. Second, the teacher and the students tried to translate the text one paragraph by one paragraph together. Third, the teacher analyzed the generic structure of the text. Fourth, the teacher asked the students to answer the questions below the text individually for school assignment and students' homework. Those activities were applied in every meeting of reading class. Therefore, the monotonous teaching and learning activity made the students were not interested and get bored during reading class.

From the teaching material aspect, the cause was teaching material used in every meeting is monotonous. It could be said that there is the lack of variation in teaching material used. Teacher used only students' exercise book (LKS) to teach reading in every meeting. It made the students get bored and did not have interest during teaching and learning process.

Considering the facts above, the writer planned to use reading strategy collaboratively in solving those problems. She decided to use Collaborative Strategic Reading (CSR) in teaching learning process of reading lesson. She believed that by the use of Collaborative Strategic Reading (CSR) would improve students' motivation, students' interest and students' reading comprehension in teaching learning process.

b. Planning the action

In order to get the maximum results in the research, the researcher had planned some activities to be done before carrying the research. The activities were sharing ideas with collaborator, making lesson plan, preparing the learning materials, camera, preparing the students' worksheet and dividing the main teaching activities into three phases.

1) Sharing idea with Collaborator

In order to the research could run optimally, the researcher asked an English teacher, Mrs. Lestari as a collaborator. In this research, the

researcher was the teacher for the implementation of Collaborative Strategic Reading (CSR) in the classroom. Meanwhile, Mrs. Lestari was the observer.

Based on the result of sharing with the teacher, there were many things that the researcher and the English teacher discussed. The first was about the time for doing the research. Second, both the researcher and the teacher agreed that students' reading comprehension (determining vocabulary, main idea, implicit information, explicit information, and reference) should be improved, because based on the teacher's scores and students' reading score in pre-test were still low. Third, the researcher was reminded to observe some other points during the implementation of Collaborative Strategic Reading (CSR). For example: students' presence, students' attention to class, students' response toward the teaching learning process, students' participation in a discussion, unexpected things in the classroom, and the teacher's activities in teaching learning process.

2) Making lesson plan

Lesson plan is a document that the teacher needs for actions in teaching learning activities. In making lesson plan, the researcher should consider the students' problems in reading, syllabus, and students' needs.

3) Preparing the learning materials

a) Identity card

It was aimed for all students in each group. Each identity card reflected the role that it had been assigned a meaningful task. The roles were as follows: leader, clunk expert, announcer, encourager, reporter, time keeper.

b) Cue leader sheet

It outlined the procedures to be followed and provided the structure and support for the students while they were implementing CSR collaboratively. By the consideration of the number of groups would be made, the researcher made five cue leader sheets that one group got one cue leader sheet

c) Students' Clunk Card   *commit to user*

It contained fix up strategies which would be used to help the students' dealt with inferring the meaning of some words that they did not know in the text. By the consideration of the number of groups would be made, the researcher made five students' clunk card that one group got one students' clunk card

d) The narrative text

The narrative text used mostly taken from the internet. The researcher also gave some pictures to provide the students some clues or a context to help them in connecting the information contained in the text. In facilitating the students when they were doing discussion in comprehending narrative text they would read, there would be three texts by the same title in each group. It was done based on the consideration about the number of students in each group. So, one text would be used by two students in each group.

e) Stofmap with different colour for each group

Those stopmap was used as a place to put several learning materials which covered "Narrative text, a sheet for writing the list of group members, students' CSR learning log, a sheet for giving compliments and suggestions, a cue leader sheet and students' clunk card. It was used to facilitate the researcher when evaluating the result of students' works.

4) Camera

It would be used to take the picture of teaching learning activities when CSR was implemented in the reading class.

5) Preparing the students' worksheet

In every meeting, the researcher made the students' worksheet. The aim was to evaluate the students' reading comprehension after implementing Collaborative Strategic Reading (CSR). The researcher designed the students' worksheet as follows:

a) Students' CSR learning log

In every meeting, the researcher made students' CSR learning log. It was a written documentation of learning. This log was used for recording the ideas while applying every strategies of CSR. By the consideration about the number of groups would be made, the researcher made five students' CSR learning log that one group got one students' CSR learning Log.

b) The sheet for writing the compliment and suggestion.

In every meeting, the researcher made this sheet. It was used for encouragers' position to write their compliments and suggestions dealing with the performance of their group in order to the performance of their group would do better in the next time. By the consideration about the number of groups would be made, the researcher made five sheets that one group got one sheet.

6) Dividing the main teaching activities into three phases

The researcher divided the activities into three parts. They were pre-reading activities, whilst-reading activities, and post-reading activities. Before and after three stages, there would be opening and closing.

c. Implementing the action

The researcher carried out the activities based on the lesson plan for implementing Collaborative Strategic Reading (CSR) in teaching reading of cycle 1. It consisted of four meeting. The first meeting until the third meeting was the material meeting. It was conducted on March 15th, 2012, April 19th, 2012, and April 22th, 2012.Whereas, the fourth meeting used to conduct a post-test 1 that it was conducted on Saturday, March 24th, 2012.

1) First meeting

It was held on Thursday, March 15th, 2012 at 07.00-08.20 WIB in Multimedia Room of SMP Negeri 1 Ngadirojo. SMP Negeri 1 Ngadirojo is located in Jln. Ngadirojo-Pacitan Km.3, Ngadirojo, Wonogiri. It is about 10 Km from Wonogiri regency to the east, then 3 Km from Ngadirojo district. At 07.00 a.m, the bell rang twice indicating the students had to enter to the class. Mrs. SL as an observer and ED as a teacher entered the multimedia room. While ED prepared the material, Mrs. SL sat in the backside of the

multimedia room. ED started the meeting by guiding the students to pray together. Next, ED greeted and checked students' attendance.

Before starting the lesson, ED explained to all students about the aims of the lesson and about the strategy that they were going to use (Collaborative Strategic Reading). ED asked the students "*Have You ever heard Collaborative Strategic Reading, Pernahkah kalian mendengar Collaborative Strategic Reading?"* Mostly the students answered "*Belum".* Then, ED explained more detail about Collaborative Strategic Reading to the students using power point.

After explaining about Collaborative Strategic Reading to the students, ED asked the students to make a group consisted of six people. ED divided the members of groups randomly based on their seat. Next, ED asked each group to choose the leader of their group. When, each group discussed their group leader, ED distributed the identity card to each group. After distributing those identity cards, ED asked each the group leader to choose the role for their group members and asked them to wear the identity card based on their role. Then, ED explained the role of each position the students had got using Power Point. After that, ED stimulated the students through showing some pictures in the power point and giving some questions orally dealing with the topic.

At 07. 25 a.m, ED distributed the learning materials which covered narrative text entitled Cinderella, students' CSR Learning Log, Clunk Card, Cue Leader Sheet, and Compliment and Suggestion sheet. Then, ED asked each group to implement the first strategy of Collaborative Strategic Reading that was Preview strategy. For this strategy, ED asked the students to brainstorm what they already know about the topic, and making prediction about what they might learn about the topic by answering some questions provided in students CSR learning log. ED gave the time 5 minutes to implement this strategy.

After time is up for applying preview strategy, the next twenty minutes, ED asked each group to implement the second and the third

strategy of Collaborative Strategic Reading namely click and Clunk and Get the Gist Strategy. Dealing with clink and clunk strategy, ED asked each group to write the difficult words they found in every paragraph of the text along with its meaning in students' CSR learning log. ED also explained to all students that they were not allowed to open their dictionary in finding the meaning of the difficult words they had found in the text. As instead, they were invited to use fix up strategies in students' clunk card. Then, dealing with get the gist strategy, ED asked each group to write the most important information such as the place, the person or the things they found in each paragraph of the text. ED gave the time 15 minutes to implement this two strategy

After twenty minutes for applying click and clunk and get the gist strategy, the next twenty minutes, ED asked students to implement the fourth strategy of Collaborative Strategic Reading that was Wrap-Up strategy. For this strategy, ED asked each group to make their own group questions along with its answers and made review or the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text. ED gave the time 20 minutes to implement this strategy along with wrote its result in students CSR Learning log.

During the time ED gave to all groups in applying each strategies of CSR along with writing their group discussion result in students' CSR learning log, ED was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

At 08.05 a.m, having finished in applying every strategy of collaborative strategic reading, ED asked each group to stop their discussion. Then, ED asked all reporters of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of some paragraphs in the text they had success found. ED just asked them to report the main idea of the first, the second and the last paragraph. The rule in conducting this activity was, firstly, ED asked to all reporters of

the group whether there was any volunteer or not to report their group discussion result about the main idea they had succeed. If there were any volunteer, ED would point out one of them. After one of them reporting their group discussion result, ED asked the other reporters to give their comment whether their group had the same answer or not as the answer reported by other groups. The last, ED would check and discussed its answer together with all students.

The next five minutes, ED moved on to question and answer section. ED explained the rule for this activity that the reporter of groups were asked to give some questions they had made to the whole class, and for other reporters which knew the answer of that question could directly answered it. Next, after their friends of the other groups gave the answer of that question, the reporter of groups which gave their questions had to give the correction whether the answer given by their friends were correct or not. The last, ED would check and discussed its answer together with all students.

Before ending the meeting, ED asked to all students whether there were any difficulty or not dealing with the topic they learned at that day. Next, ED made the summary and reflected about the lesson at that day together with all students. After that, ED closed the meeting. Then, ED said" see you class". The whole class said "See You Miss".

2) **Second Meeting**

The second meeting was held on Monday, March 19th, 2012, at 11.15-11.55 and 12.10- 13.00 WIB in VIII B classroom of SMP Negeri 1 Ngadirojo. They put on Osis uniform. When the researcher taught the students, the teacher observed. She was sitting on a chair located in the backside of the room. In introduction, ED started the meeting by greeting and checking students' attendance. In that day, there was one student who was not present. After that, ED reviewed students' memories about the last meeting topic the students had learned by giving some questions orally. Then, ED stated the topic and stimulated students' interest about the topic they would learn at that day by giving some questions orally.

At 11.30 a.m, ED asked the students to make a group consist of six people by the same group members as in the previous meeting. After all students found their own group, ED asked each group to choose their group leader, but with different one in the previous meeting. Next, ED distributed the identity card to each group and asked to each the new group leader also changed the roles or the positions of their group members with different one. Then, ED checked whether each group had change the roles or the positions of their group members or not and asked them to wear the identity card based on their new position. After that, ED checked students' memories about CSR by giving some questions orally.

The next five minutes, ED asked each group to implement Preview strategy by asking them to brainstorm what they already know about the topic, and making a prediction about what they might learn about the topic by answering some questions provided in students' CSR learning log. While, ED was walking around to each group to monitor them, there was one of the students in group two asked *"Miss, bahasa inggrisnya sungai itu apa Miss?* ED said *"sungai, ok actually you can find the English language of sungai in the first paragraph of the text. Try to make a prediction. Bahasa inggris dari sungai sebenarnya bisa kalian temukan pada paragraph pertama dari teks. Coba kalian menebak - nebak sendiri"*.

After time was up for applying preview strategy, ED asked each group to implement click and Clunk and Get the Gist Strategy. ED gave the time 20 minutes to implement these two strategies. Similar to the previous meeting, dealing with clink and clunk strategy, ED asked them to write the difficult words they found in every paragraph of the text along with finding its meaning by using use fix up strategies in students clunk card. Then, dealing with get the gist strategy, ED asked them to write the most important information such as the place, the person or the things they found in every paragraph of the text.

While ED was walking around to each group to monitors them, one of the students in group one asked *"Miss, drowning itu apa miss*?. ED tried

to help them by asking them to make a prediction through the picture provided besides it. ED answered "*Drowing, try to make a guessing from the picture beside it, coba kalian tebak dari gambar disampingnya, nanti kalian pasti bisa menemukan arti dari drowning itu apa"*. Then, ED explained to the whole class that in click and clunk strategy, if they found the difficulty words in the text that they did not know what the meaning of that words; they could make a guessing or prediction through the picture beside it. Then, the bell rang twice. It is time to rest.

At 12.10 a.m, the bell rang twice again. Then, the students entered the room. ED gave the additional time at least 5 minutes for each group in finishing Click and Clunk and Get the Gist Strategy. ED also reminded the students to discuss with their group members when implementing these two strategies.

After time was up for applying click and Clunk and Get the Gist Strategy, the next twenty minutes, ED asked each group to implement Wrap-Up strategy. For this strategy, ED asked each group to make their own group questions along with its answers and made review or the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text. ED also reminded to the whole class that in making WH questions, they were not allowed to imitate the questions in the preview strategy. In other words, they were asked to made WH questions by themselves. During the time that ED gave to each group in applying the four reading strategies of CSR, ED was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

At 12.35 a.m, having finished in applying every strategy of collaborative strategic reading, ED asked all reporters of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of each paragraph they had succeed found. The next ten minutes, ED moved on to questions and answers section. In this

case, ED re-explained to all students that the rules for conducting this activity were still the same as in the previous meeting.

At last, before ending the meeting, ED asked to all students whether there was any difficulty or not dealing with the topic that they learned at that day. Then, ED made the summary and reflected about the lesson at that day together with all students. Next, ED closed the meeting. Then, ED said" see you class". The whole class said "See You Miss".

3) Third meeting

The third meeting was held on Thursday, March 22th, at 07.00-08.20 WIB in VIII B classroom of SMP Negeri 1 Ngadirojo. ED started the meeting by guiding the students to pray together. Next, ED greeted and checked students' attendance. In that day, there was one student who was not present. After that, ED reviewed students' memories about the topic they had learned in the last meeting by giving some question orally. Next, ED stated the topic they would learn at that day. ED said *"Today, we will learn about narrative text again, but with different story"*.

Then, similar to the previous meeting, ED asked the students to make a group consist of six people by the same group members as in the two previous meeting. After all students found their own group, ED asked each group to choose their group leader, but with different one in the previous meeting. Next, ED distributed the identity card to each group and asked each the new group leader also changed the role or the position of their group members with different one. After that, before ED conducted CSR again, ED checked students' memories about what CSR was and what the strategies were that the students had to implement in CSR.

At 07.20 a.m. ED asked each groups to implement Preview strategy by asking them to brainstorm what they already know about the topic, and making a prediction about what they might learn about the topic by answering some questions provided in students CSR learning log. ED gave the time 10 minutes to implement this strategy.

After time was up for applying preview strategy, the next fifteen minutes, ED asked each group to implement click and Clunk and Get the Gist Strategy. Similar to the two previous meetings, dealing with clink and clunk strategy, ED asked them to write the difficult words they found in every paragraph of the text and found the meaning of those difficult words by using fix up strategies in students' clunk card. Furthermore, ED also gave a clue that the easiest way to find the meaning of those words is by guessing or making prediction through the picture beside it (clunk card no 2).

Then, dealing with get the gist strategy, ED asked each groups to write the most important such as the place, the person or the things they found in every paragraph of the text. While, ED was walking around to each group to monitors them, one of the students in group two asked "*Trapped itu apa miss?*" ED answered "*Trapped, ok, try to make a guessing from the picture, coba kalian tebak dari gambar yang ada disamping teks tersebut atau dari kalimat sebelum dan sesudahnya. nanti kalian pasti bisa menemukan arti dari kata trapped itu apa*". They seemed disappointed with the teacher's answer, but the teacher succeed to make sure them in order to discussed with their group members and also induced them to use fix up strategy provided in students clunk card in finding the meaning of those words.

After time was up for applying Click and Clunk and Get the Gist Strategy, the next twenty minutes, ED asked each group to implement Wrap-Up strategy by asking them to make their own group questions along with its answer and made review or the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text. ED also reminded them to be not imitating the questions in the preview strategy. When ED was walking around to each group to monitor them, there was one of the students in group five asked "*Miss, bahasa inggrisnya judul itu apa miss?*" . Before, ED answered this question, suddenly, there was the student of other group answered *"Saya*

tahu miss, title". Ed said" *yes, as your friend have said that the English language of judul is Title".*

Having finished in applying every strategy in collaborative strategic reading, ED asked all reporter of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of each paragraph they had succeed found. The next ten minutes, ED moved on to questions and answer section that the rule for conducting this activity was still the same as in the two previous meetings.

At last, before ending the meeting, ED asked to all students whether there was any difficulty or not dealing with the topic. Next, ED made the summary and reflected about the lesson at that day together with all students. Then, ED informed that on Saturday they would have a post test 1. After that, ED closed the meeting, then ED said "See you class". The whole class said "See You Miss"

4) Fourth Meeting

The fourth meeting was conducted on Saturday, 24 March 2012, at 07.00-08.20 a.m in VIII B classroom of SMP Negeri 1 Ngadirojo. That day, as informed in the previous meeting, the students would have a post-test 1. The test covered several reading competence, they are: determining vocabulary, main idea, implicit information, explicit information, and reference.

In introduction, ED started the meeting by guiding the students to pray together. Then, ED greeted the students and checked students' attendance. At that day, all students were present. Before doing the test, ED told the students that they had to be honest in doing their test. ED gave the time 70 minutes for doing this test. The students did the test and the researcher monitored them.

d. Observing the Action

1) First Meeting

In this meeting, the teaching learning process ran not so good. At that day, the topic the students would learn was about narrative text of fairy tale

entitled "Cinderella". After the researcher greeted the students and checked students' attendance, ED explained to all students about Collaborative Strategic Reading (CSR) they would apply at that day. In fact, the students had not yet familiar with this strategy. After explaining it, ED asked the students to make a group consist of six people. At last, there were five groups in the class. Each group members had their own role that each role had been assigned the meaningful task. There were six roles in each group, namely leader, clunk expert, announcer, encourager, reporter, and time keeper.

At that time, the teacher asked each group to implement the four reading strategies in CSR, that were preview, click and clunk, get the gist and wrap up strategy collaboratively in comprehending the narrative text entitled "Cinderella". When they implemented each strategy of CSR, they also had to write their discussion result in students' CSR learning log.

At the same time, when each group implemented the four reading strategies of CSR collaboratively, the researcher walked around the class to check students' work. When the researcher monitored them, there were some groups which asked the researcher to explain more about the meaning of some questions provided in students' CSR learning log dealing with preview strategy.

Whereas, when they were asked to implement click and clunk strategy, some students asked the meaning of some words in the text to the researcher. Surely, the researcher did not give the answer of students' question. They complained that it was difficult for them to comprehend the whole text because they did not know the vocabularies at all. Moreover, they were not allowed to open their English dictionary in finding the meaning of those difficult words. Sometimes, they also tried to induce the researcher in order to permit them to open English dictionary. Certainly, the researcher did not permit them. For this reason, the researcher tried to make sure them that they would succeed in comprehending the text without they had to know all vocabularies in the text.

Furthermore, the researcher asked them to use fix up strategies provided in students' clunk card in finding the meaning of those words. However, mostly the students still confused about how those strategies could help them in finding the meaning of the difficult words they met in the text. For this reason, the researcher had to give the more explanation about fix up strategies in students clunk card for helping them in finding the meaning of those words. Actually, it took many times but the researcher tried to control the situation.

However, the good thing was the students had started to be active students. It could be seen when they had the difficulty, they did not hesitate asking the researcher in order to explain more about it. Besides that, at that time, almost of every group seemed still confused when applying wrap up strategy, especially in making some questions along with its answers. There were found two groups which made the same questions as the questions in preview strategy, two groups had not yet finished in making WH questions completely, they just made at least three and four questions, and one group that had not yet made their own group questions. Whereas, in the part of review, especially in making the summary of the text, almost of the groups also had not yet made the summary of the text they just read. The researcher found that there were three groups had not yet made the summary of the text they had read.

The other problems the researcher found at that day were not all students involved in their group discussion. Some of them seemed lazy to join in their group discussion when applying every strategies of CSR. There were only seems some students which discussed actively in their group.

Having finished applying every strategy in Collaborative Strategic Reading (CSR), ED asked the reporter of some groups reported their group discussion result to the whole class dealt with the main idea of the first, the second and the last paragraph of the text they had succeed found. When this activity was carried out, there seemed that the reporters of each group were not confidence to share their group answer to the whole class. It could be

seen that there were no reporter of the groups who want to be the volunteer for reporting their group discussion result. So, the researcher had to point out one of them and asked them to report their group answers to the whole class that it was done repeatedly from these three paragraphs. Similar thing also happened when the researcher asked them to give their comment to the answer about the main idea of the three paragraphs that the other groups had reported. In fact, there was no reporter of the groups who want to give their comment on another group answer.

At last, the researcher conducted questions and answers section. When this activity was carried out, it also seemed that the reporter of each groups were not confidence for giving their group questions they had made to the whole class. It could be seen that there were no reporter of each groups who want to be the volunteer for giving their group questions they had made to the whole class. So, the researcher had to point out one of them and asked them to give some questions their group had made to the whole class that it was done repeatedly. However, all reporters of each group looked giving the more response by raising their hand to answer the questions given by the other groups. It indicated that they looked enthusiastic for giving their answer of these questions.

2) **Second Meeting**

In this meeting, the teaching learning process ran smoothly. At that day, the topic was still narrative text about fable entitled "The Ant and The Dove". After the teacher greeted and checked students' attendance, she reviewed the last lesson by giving some questions orally. Then, the researcher stimulated students' interest about the topic they would learn at that day by giving some questions orally. After that, ED asked the students to make a group consist of six people that their groups' members were still the same with the previous meeting. At last, there were five groups in the class that each group members had their own role, but there were the change of roles for each group members.

Next, the teacher asked each group to implement the four reading strategies (preview, click and clunk, get the gist and wrap up strategy) of CSR collaboratively in comprehending the narrative text entitled "The Ant and the Dove" that this text consisted of four paragraphs. The same with the previous meeting, when they implemented each strategy of CSR, they also had to write its discussion result in students' CSR learning log. At the same time, when all students were implementing the four reading strategies of CSR collaboratively, the teacher walked around the class to check students' work, to monitors, guides the students and give a help if there were some difficulties who the students found.

In this meeting, the class condition was rather noisy. This noise happened because the students discussed the task related to the implementation of CSR in their own groups well. As far as the researcher observed them, the researcher also found that some students which did not active in doing discussion with their group members in the previous meeting, at that day, they seemed little bit active in doing discussion with their group members. It could be seen, when they tried to share their ideas and help each other in their own group related to the task they had to do.

Furthermore, there were some students who said that they still felt the difficult to comprehend the whole text because they did not know some vocabulary in the text. Moreover, they were also not allowed to find the meaning of those words in English dictionary. As usual, sometimes the students also asked the meaning of some word in the text to the researcher. Surely, the researcher did not give the answer of students' question directly. But, the researcher still remain help them by guiding them to use fix up strategies in students' clunk card, such as by re-read the sentence before and after it or guessing it from the picture. In addition, the researcher found that mostly each group did not write the meaning of the difficult words that they had found in the text they just read. They just wrote the difficult words without writing its meaning too. But, a good thing was they did not stop

reading the text, although they had problem related to the vocabulary in the text. It showed that they had a good motivation for comprehending the text.

The other good thing in this meeting was some groups seemed had been able to apply wrap up strategy dealing with making WH questions along with its answers completely. There were found two groups had made 5W + 1H questions completely that the questions they had made related to the explicit information of the text, two groups had not yet finished making all question completely, they just made at least three and four questions, and one group which made the same questions as the questions in preview strategy. Besides that, almost of each group also seemed were able to do their task dealing with making the summary of the text they just read. As far as the researcher's observation, there was only found one group which had not yet finished their task related to making the summary of the text. However, there were still found some mistakes related to their group answers when they were asked to get the most important information in each paragraph of the text.

Similar to the previous meeting, having finished in applying every strategy of Collaborative Strategic Reading (CSR) collaboratively, ED asked the reporter of some groups reported their group discussion result to the whole class dealt with the main idea of each paragraph in the text they had succeed found. When this section was carried out, the class condition was little different from the first meeting. It could be seen when the researcher asked to the reporter of each group whether there was any volunteer or not to report the main idea of the last paragraph, at that time, there were two reporters who want to be the volunteer by raising their hand. Although, it just occurred in the last paragraph, but this was a good beginning because it showed that the students had started developing their confidence.

The same thing also occurred when the researcher asked the reporters of the other groups giving their comment to the answer about the main idea of some paragraphs which had been reported by the other groups. At that time, there seemed some response of them that there were found some

reporters raised their hand and said that they had the different answer with the answer reported by their friend of the other groups.

At last part, the researcher conducted questions and answers section. The rules for this section were the same as in the first meeting. What is to be noted in this section was by considering the rest time, the researcher asked every group just give one question only. So, there were five questions. This was aimed in order to all groups could share the questions their group had made to the whole class.

When this section was conducted, there seemed a little improvement. It could be seen when the researcher asked to all reporters of the groups whether there was any volunteer or not to give one of the questions their group had made to the whole class as the last question, there were two reporters who want to be the volunteer. Although, it just occurred in the last question, but it was a good beginning because it showed that the students had started developing their confidence.

On the contrary, when arrived to the part that the reporters were asked to answer the questions given by their friends of the other groups, all groups' reporters gave the more response. They looked more active and enthusiastic for giving their answer of that questions than when they were asked to give their group questions they had made to the whole class. It could be seen when one of the reporters in a group gave one of the questions their group had made, almost of the other reporters raised their hand, even they also struggled with the other reporters for giving the answer of that question.

3) **Third Meeting**

In this meeting, the teaching learning process ran good enough. For this day, the topic was still narrative text about fable but in different story. The researcher gave the same instructions as in the two previous meeting that firstly, the students were asked to make a group consist of six people by the same group members as in the two previous meeting. But, there were the change of roles for them. Then, the students were asked to implement the

four reading strategies of CSR collaboratively based on their own groups for comprehending the narrative text entitled "The Lion and the Mouse" that this text consisted of five paragraphs along with write their group discussion result in students' CSR learning log provided.

At that day, the students also seemed had been able to cooperate with their group members well. They had a good interaction to make the decision dealing with the task they had to do. It could be seen when they were having a group discussion in implementing every strategy of CSR. There seemed that some students sharing their ideas, giving feedback, giving their rejection to their friends' ideas, and giving a help to their group members when they had the difficulty related to the task they had to finish on time. However, there were also still found some of them seemed lazy in doing a group discussion by doing the useless activity during the reading lesson, such as "cheating about the other topics that out of the reading lesson with their friends".

All groups also seemed had understood as a whole about the procedures in applying Collaborative Strategic reading (CSR). However, it was not as the researcher's expectations at all. Based on the researcher's observation through the work results of each group in students' CSR learning log, the researcher still found some problems dealt with students' reading comprehension. Those problems could be seen such as, in click and clunk strategy, mostly each group did not write the meaning of difficult words they met in each paragraph of the text. So, they just wrote the difficult words they met in each paragraph of the text without writing its meaning too. It showed that they still had the difficulty in finding the meaning of the difficult words they met in each paragraph of the text.

In addition, in get the gist strategy, there were found some groups who still gave the wrong answer when they were asked to find the most important information or the main idea contained in each paragraph of the text. Almost of them assumed that the main idea of each paragraph in the

text always in the form of sentence and it always in the first sentence of each paragraph in the text. Surely, it was not true.

Besides that, in wrap up strategy, especially for making questions and its answers, mostly each group still tended to make the questions that the answers of the questions they had made explicitly stated in the text. It showed that they still had the difficulty to make the questions dealt with the implicit information of the text. However, when they made the summary of the text they just read, they seemed include some references in their summary. Overall, the references they used were correct. It showed that students' comprehension in determining the references of certain words that they found in the text were good enough.

Furthermore, at that time, the class condition was still noisy. This noise was caused by students' participation during reading lesson from the beginning activity when they were having a group discussion in implementing every strategies of CSR until the last activity when they were asked to report their group discussion result to the whole class.

Different from the previous meeting, in this meeting, all reporters seemed quite confidence to report their group answers to the whole class. It could be seen, when the researcher asked to them whether there was any volunteer or not to report their group answers to the whole class related to the main idea of the second, the third and the last paragraph in the text, in fact, at that time, there were some reporters raised their hand in order to be the volunteer. It was not only that, students' confidence also seemed, when the researcher asked the reporter of the other groups giving their comment to their friends' answer of the other groups related to the main idea they had reported. There were always the reporters of some groups raised their hand and gave their response by saying that they had the different answer with the answer had been reported by the other reporters.

The same thing also occurred when questions and answers section was carried out, mostly the reporters of each group seemed quite confidence and enthusiastic to be the volunteer either when they were asked to give their

group questions to the whole class or when they had to answer the questions given by the reporter of the other groups. Even, there were not only the reporters of each group who looked enthusiastic for giving the answer of those questions but also almost of the students in VIII B class looked enthusiastic.

Furthermore, based on the four facts above, actually, it indicated that by all instructions given by the researcher, the students seemed more paid attention during teaching learning process. Its evidence were they showed their response by raising their hand in order to be the volunteer for reporting their group discussion result about the main idea of some paragraphs they had succeed found, giving their comment to the answer given by the other groups, giving their own group questions to the whole class, and giving the answer of the other group questions. Students' attention also seemed when the researcher checked, discussed, and gave the answer based on the researcher's answer. It occurred because their curiosities about what were actually the correct answers, which group had the correct answers, and whether their answers were correct or not based on the researcher's answer.

In closing stage, the researcher asked to all students whether or not they got any difficulties dealing with the topic that they learned at that day. Some students answered that as far as they did not get any difficulties. Then, the researcher also asked to them about their feeling during the reading class at that day. Some students answered that they were happy, even they also asked to the researcher in order to allowed them to participate in giving the answer of the questions which had given by the other reporters when questions and answers section conducted. In other words, they hoped that the questions given by the reporters of a group was aimed for all students, so it was not only limited for the reporter of the other groups but also for the other students had a right to answer it.

4) **Fourth Meeting**

In the fourth meeting, the students did the post-test 1. The post-test was aimed to measure the improvement of students' reading comprehension. It was in the form of written test, consisted of thirty multiple choice questions which covered several reading competence, such as: determining vocabulary, main idea, implicit information, explicit information, and reference. During 70 minutes the time given by the researcher to do this test, almost of students did this test by themselves. Although, there were some students who wanted to cheat in doing this test, the researcher could control them by reminding them that she would give the minus score for the cheating students.

e. Reflecting the Action

Based on the analysis of the tests' result either pre test or post test of cycle 1, and the observation of the action in cycle 1, the researcher got the results as follows:

1) The Improvement of Students' Reading Comprehension.

After comparing the result of pre- test and post-test of cycle 1, the researcher could report that there was the improvement of students' reading comprehension after implementing the action. In brief, the pre-test score and the post- test score of cycle 1 can be shown in the table below:

Table 4.5 Pre-Test Score

No	Explanation	Students' Score
1.	Highest Score	56.67
2.	Lowest Score	23.33
3.	Average Score	41.08

Table 4.6 Post Test Score of Cycle 1

No	Explanation	Students' Score
1.	Highest Score	76.67
2. .	Lowest Score	26.67
3.	Average Score	53.76

From the two of the tests' result above, it could be seen that students' score increased. The highest score gained by the students improved from 56.67 in pre test into 76.67 in post test 1. The lowest score improved 23.33 in pre test into 26.67 in post test 1. The mean score between pre test and post test also improved from 41.08 into 53.76. However, the improvement of post-test 1 score was still low since the English standards score (*KKM Bahasa Inggris*) in that school was 70.

It was not only that, the mean score of each indicator also improved. However, the improvement of students' mean score in each indicator was still under the English standards score (*KKM Bahasa Inggris*) in that school. The students' mean score of vocabulary increased from 42.47 in the pre-test into 55.38 in the post-test 1. The students' mean score of main idea increased from 50.54 in the pre-test into 59.68 in the post-test 1. The students' mean score of implicit information increased from 17.42 in the pre-test into 26.45 in the post-test 1. The students' mean score of explicit information increased from 44.32 in the pre-test into 63.60 in the post-test 1. The students' mean score of reference increased from 44.62 in the pre-test into 69.35 in the post-test 1. In brief, the students' mean score of each indicator either in pre-test or in the post-test of cycle 1 can be shown in the table below:

Table 4.7 Pre-Test Score
Viewed from Students' Reading Comprehension.

No	READING COMPREHENSION	HIGH	LOW	MEAN
1.	Vocabulary	83.33	0	42.47
2.	Main Idea	66.67	16.67	50.54
3.	Implicit Information	60	0	17.42
4.	Explicit Information	57.14	16.67	44.32
5.	Reference	66.67	16.67	44.62

Table 4.8 Post-Test Score of Cycle 1
Viewed from Students' Reading Comprehension

No	READING COMPREHENSION	HIGH	LOW	MEAN
1.	Vocabulary	83.33	16.67	55.38
2.	Main Idea	83.33	33.33	59.68
3.	Implicit Information	80	0	26.45
4.	Explicit Information	85.71	28.57	63.60
5.	Reference	83.33	33.33	69.35

From the facts above, it was clear that students' reading comprehension improved after implementing the action in cycle 1. Although, these improvements were still under English Standard Score (*KKM Bahasa Inggris*) in that school, but it was a big obstacle. It still could be said that the implementation of Collaborative Strategic Reading (CSR) in cycle 1 improved students' reading comprehension such as: vocabulary, main idea, implicit information, explicit information, and reference. It could be seen by the fact that there are the improvements of students' mean score in five indicators from pre-test to post-test 1. In brief, the improvement of the students' mean score of each indicator from pre-test to post-test 1 can be shown in the table below:

Table 4.9 The Improvement of Students' Mean Score
From Pre-Test to Post-Test 1
Viewed from Students' Reading Comprehension

No	READING COMPREHENSION	Students' Mean Score in Pre-Test	Students' Mean Score in Post-Test 1	The Improvement
1.	Vocabulary	42.47	55.38	12.91
2.	Main Idea	50.54	59.68	9.14
3.	Implicit Information	17.42	26.45	9.03
4.	Explicit Information	44.32	63.60	19.28
5.	Reference	44.62	69.35	24.73

From the tests' result above, it could be assumed that students' mean score of explicit information and students' mean score of reference

have improved optimally rather than the other three mean score of indicators. It could be seen with students' mean score of explicit information from pre-test to post-test 1 increased 19.28 and students' mean score of reference from pre-test to post-test 1 increased 24.73. Whereas, the improvements of students' mean score of vocabulary, main idea, and implicit information were still less optimal. It could be seen with students' mean score of vocabulary from pre-test to post-test 1 just increased 12.91, students' mean score of main idea from pre-test to post-test 1 just increased 9.14, and students' mean score of implicit information from pre-test to post-test 1 just increased 9.03.

Besides the tests' result above, the other fact was also supported from the researcher's observation during the implementation of CSR in teaching learning process of cycle 1. During three meetings when CSR was applied, the researcher still found some problems dealing with these three indicators. Those problems could be seen such as follows;

- In click and clunk strategy, mostly each group did not write the meaning of difficult words they met in each paragraph of the text. So, they just wrote the difficult words they met in each paragraph without writing its meaning too. It showed that they still had the difficulty in finding the meaning of the difficult words they met in each paragraph of the text. For this reason, it showed that students' comprehension in inferring the meaning of some words in the text were still low.

- In get the gist strategy, there were some groups who still had the wrong answer when they were asked to find the main idea of some paragraph in the text. Almost of them assumed that the main idea of a paragraph in the text was always in the form of sentence and always to be in the first paragraph. Surely, it was not true. It showed that students' comprehension in finding the main idea of some paragraphs in the text were still low.

- In wrap up strategy, especially for making questions and its answers, mostly each group tended to make the questions that the answer of the questions they had made explicitly stated in the text than making the questions that require an answer was not stated explicitly in the text or the implicit information. It showed that students' comprehension in finding the implicit information was still low.

From the facts above, it could be assumed that there were still some problems in students' reading comprehension that were; the students still got the difficulties in inferring the meaning of some words in the text, finding the main idea of some paragraphs in the text and finding the implicit information of the text.

2) The Changes in Class Situation

The implementation of Collaborative Strategic Reading changed the class situation in VIII B of SMP Negeri 1 Ngadirojo. The changes of class situation can be seen in the table below:

Table 4.10 The Changes of Class Situation
Before and After Action Research in Cycle 1

	Before Action Research	**After Action Research**
Indicators of Class Situation Problems	Low attention of the students during reading lesson when teaching learning process was conducted.	Almost all students gave more attention during reading lesson when teaching learning process was conducted.
	Almost of the students did non academic activities rather than academic activities.	Students' behavior did not change as a whole. Some of them still seemed do the useless activity during the reading lesson, such as" cheating about the other topics that out of the reading lesson with their friends".
	Most of the students were passive. They did not want to ask to the teacher when they had difficulty.	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again

| | | to ask to the teacher if they had the difficulty. Even, students' confidence also improved when they were asked to report their group discussion result to the whole class. |
| | Most of the students were lazy to fulfill the reading assignment the teacher instructed. They just tended to copy their friends' work. | Some of them still tended to be lazy by the fact that they did not want doing discussion with their group members to do their group task dealt with the implementation of CSR. |

Further, based on the facts above, the researcher and the English teacher reflected some positive results and some weaknesses in the first cycle. They are described as follows:

a) Positive Results

It was identified from two categories:

(1) Students' Reading Comprehension

    (a) Students were able to find the explicit information of the text

    (b) Students were able to determine the reference of some words in the text.

(2) Class Situations.

    (a) Almost all students gave more attention during reading lesson when teaching learning process was conducted.

    (b) Mostly the students were more active during teaching learning process.

    (c) There was an improvement on students' confidence to report their group discussion result to the whole class.

b) Weaknesses

(1) Students Reading Comprehension

    (a) Students still had problem in inferring the meaning of some words they met in the text.

(b) Students still had problem in finding the main idea of a paragraph in the text

(c) Students still had problem in finding the implicit information of the text.

(2) Class Situations.

(a) Some of them still seemed do the useless activity during the reading lesson, such as" cheating about the other topics that out of the reading lesson with their friends".

(b) Some of them still tended to be lazy by the fact that they did not want doing discussion with their group members to do their group task dealt with the implementation of CSR.

f)   Revising the Plan

From the reflections above, it could be concluded that the implementation of Collaborative Strategic Reading (CSR) in the first cycle was less satisfactory because the results of learning either students' comprehension in reading the text or classroom situation expected was not optimal. For solving the raising problems in the first cycle, the researcher revised the plan for the next cycle, so that the problems would not occur anymore. The following were given unsolved problems in Cycle 1 and the proposed solutions.

Table 4.11 Unsolved Problems of Cycle 1
Viewed from Students' Reading Comprehension and the Proposed Solutions

No	Problems	Solutions
1.	Students still had problem in inferring the meaning of some words they met in the text.	• The researcher induced the students to use fix up strategies in students' clunk card in finding the meaning of some words in the text. • The researcher gave the additional material in students' CSR Learning log for click and clunk strategy that there was provided the space used to write what were the strategies the students used to find the meaning of the difficult words they had found in the text.
2.	Students still had	The researcher gave the more explanation in finding

	problem in finding the main idea of a paragraph in the text	the main idea of some paragraphs the text.
3.	Students still had problem in finding the implicit information of the text.	The researcher gave the additional material in students' CSR Learning log for Wrap Up strategy by asking them to include the questions about the implicit information of the text. ED gave two clues dealing with the questions and asked each group to choose one of two questions. The questions were as follows: ↪ What do you think about the characterization or the personality of....? ↪ What is the moral value you can learned from the story you have read? • In the review part, the researcher asked the students to find the moral value of the story they had read.

Table 4.12 Unsolved Problems of Cycle 1
Viewed from Class Situation and the Proposed Solutions

No	Problems	Solutions
1.	Some of them still seemed do the useless activity during the reading lesson, such as" cheating about the other topics that out of the reading lesson with their friends".	• The researcher gave a new rule in questions and answers section. The new rule was the questions given by the reporter of groups were aimed for all students, so it's was not only limited for the reporter of other groups, but also the other students had a right to answer it.
2.	Some of them still tended to be lazy by the fact that they did not want doing discussion with their group members to do their group task dealt with the implementation of CSR.	• The teacher made the change of activity when distributing CSR Learning Log to each group. In this case, the sheet for implementing each strategies of CSR were given by the teacher to each group in each strategy and she also gave the limited time for implementing it.

2. Cycle 2

a. **Identifying the Problems**

From the result of observations and post-test score in cycle 1, the researcher found that there were still some problems either in students' reading comprehension or in the classroom situation itselves. In students' reading comprehension, the raising problems such as the students still had problems in inferring the meaning of some words, finding the main idea of a paragraph and finding the implicit information of the text. In addition, the problems dealt with classroom situation such as there were still found some students seemed did the useless activity during the reading lesson, such as" cheating about the other topics that out of the reading lesson with their friends" and some of them still tended to be lazy by the fact that they did not want doing discussion with their group members to do their group tasks dealt with the implementation of CSR.

b. **Planning the Action**

In order to get the maximum results in the research, researcher had planned some activities to be done before carrying the research. Those activities were sharing ideas with collaborator, making lesson plan, preparing the materials, camera, preparing the students' worksheet and dividing the main teaching activities into three phases.

1) Sharing Ideas with Collaborator

There were many things that the researcher shared with her collaborator. The collaborator contributed a lot in giving the ideas to revise the plan. As, some students still found the difficulties in finding the implicit information of the text when implementing Collaborative Strategic Reading, the collaborator suggested the researcher to give the additional material in students' CSR learning log dealt with this problem. Whereas, dealing with students' problem in finding the main idea of a paragraph in the text, the collaborator also suggested to the researcher to give the more explanation to the students in finding the

main idea of a paragraph in the text In addition, students' problem in inferring the meaning of some unfamiliar words they met in the text, the collaborator also suggested to the researcher to give the more explanation again about how the way to infer the meaning of unfamiliar words in the text by using fix up strategies in students' clunk card.

Then, the collaborator also suggested the researcher to remain using narrative text, as the students were familiar with narrative text than the others. After some discussions, the researcher and the collaborator agreed to remain using narrative text in cycle 2.

2) Making Lesson Plan

Based on the result of cycle 1 and sharing result with the collaborator, the researcher designed a new lesson plan for cycle 2. This lesson plan was designed by the consideration of the raising problems in cycle 1 either in students' reading comprehension or in the classroom situation. It was aimed in order to the action of the second cycle could be done well and the researcher's objectives could be achieved. What is to be noted in this cycle was, there was the change of activity when distributing students' CSR Learning Log to each group. In this case, the sheet for implementing each strategies of CSR were given by the researcher to each group in each strategy and she also gave the limited time for applying it. It was done by the expectation that the students would be more responsible in doing their own group task and they also would be more cooperate with their group members in finishing their group task on time.

3) Preparing the learning materials

Learning materials used in cycle two were almost the same with the learning materials used in cycle one. The following were the learning materials used in the second cycle:

a) Identity card

It was aimed for all students in each group. Each identity card reflected the role that it had been assigned a meaningful task. The

roles were as follows: leader, clunk expert, announcer, encourager, reporter, time keeper.

b) Cue leader sheet

It outlined the procedures to be followed and provided the structure and support for the students while they were implementing CSR collaboratively. By the consideration of the number of groups would be made, the researcher made five cue leader sheets that one group got one cue leader sheet.

c) Students' Clunk Card

It contained fix up strategies which would be used to help the students' dealt with inferring the meaning of some words that they did not know in the text. By the consideration of the number of groups would be made, the researcher made five students' clunk card that one group got one students' clunk card.

d) The narrative text

The narrative text used mostly taken from the internet. The researcher also gave some pictures to provide the students some clues or a context to help them in connecting the information contained in the text. In facilitating the students when they were doing discussion in comprehending narrative text they would read, there would be three texts by the same title in each group. It was done based on the consideration about the number of students in each group. So, one text would be used by two students in each group.

e) Stofmap with different colour for each group

Those stopmap was used as a place to put several learning materials which covered "Narrative text, a sheet for writing the list of group members, students' CSR learning log, a sheet for giving compliments and suggestions, a cue leader sheet and students' clunk card. It was

used to facilitate the researcher when evaluating the result of students' work.

4) Camera

Similar to the first cycle, this camera would be used to take the picture of teaching learning activities when Collaborative Strategic Reading (CSR) was implemented in the reading class.

5) Preparing the students' worksheet

The students' worksheet used in this cycle was almost the same with the students' worksheet used in the first cycle. However, there were the additional materials for it. The students' worksheets used in this cycle were as follows:

a) Students' CSR learning log

In every meeting, the researcher made students' CSR learning log. This log was used for recording the ideas while applying every strategies of CSR. By the consideration about the number of groups would be made, the researcher made five students' CSR learning log that one group got one students' CSR learning Log. But, there were some additional materials in this log. The additional materials were as follows:

➢ In click and clunk strategy, there was provided the space which is used to write what were fix up strategies the students used in finding the meaning of the difficult words they had found in the text.

➢ In Wrap Up strategy, especially for making questions and its answers, there was additional question which was given the star mark. Actually, this question was used to write the questions related to the implicit information of the text. The researcher gave two clues dealing with these questions and asked each group to choose one of the two questions. The questions were as follows

❧ What do you think about the characterization or the personality of....?

❧ What is the moral value you can learned from the story you have read?

Whereas, in the review part, the researcher gave the additional material that there was provided the space for writing the moral value the students learned of the story they had read.

b) The sheet for writing the compliments and suggestions.

The same with the first cycle, in every meeting of this cycle, the researcher made this sheet. It was used for encouragers' position to write their compliments and suggestions dealing with the performance of their group in order to the performance of their group would do better in the next time. By the consideration about the number of groups would be made, the researcher made five sheets that one group got one sheet.

c) The sheet for writing time allotment

In every meeting, the researcher made this sheet. It was used for timers' position to write time allotment needed when implementing each strategy of CSR. It was aimed in order to the students of each group knew the time when they had to started implementing each strategy of CSR and when they had to stopped implementing each strategy of CSR based on the time given by the researcher. By the consideration about the number of groups would be made, the researcher made five sheets that one group got one sheet.

6) Dividing the main teaching activities into three phases

The researcher divided the activities into three parts. They were pre-reading activities, whilst-reading activities, and post-reading activities. Before and after three stages, there would be opening and closing.

c. Implementing the Action

In this cycle, the researcher divided it into four meetings. The first meeting until the third meeting was the material meeting. It was conducted on April 16th, 2012, April 19th, 2012, April 21th, 2012. In the three meetings, the researcher taught the same topic of narrative text as the one in the first cycle, but she taught by using the different texts. The texts used in cycle two were *"The Wolf and the Stork", "The Cap Seller and the Monkeys",* and *"The Hen that laid the Golden Eggs"*. Whereas, the fourth meeting used to conduct a post-test 2 that it was conducted on April 28th, 2012.

1) First meeting

The first meeting was held on Monday, April 16th, 2012. The class was started at 11.15 a.m. and ended at 01.00 p.m. in Multimedia room of SMP Negeri 1 Ngadirojo. In introduction, ED greeted and checked students' attendance. In that day, all of the students were present. Then, ED reviewed the last topic they had learned in the last meeting by giving some questions orally to them such as what kind of the text they had learned in the last meeting and what were narrative text they had learned in the previous meeting. After that, ED reviewed students' memories about Collaborative Strategic Reading by giving some questions orally.

Next, ED asked the students to make a group consists of six people. ED divided the member of groups based on students' absent number. At last, there were five groups in the class. After all students found their own group, ED asked each group to choose their own group leader. Next, ED asked each group leader to take the stofmap which contained the learning materials for their own group. The learning materials covered the identity cards, narrative text entitled "The Stork and the Wolf" that the students would read, students' clunk card, a cue leader sheet, a sheet for giving compliments and suggestions, and a sheet of time allotment. Then, ED asked them to wear the identity card based on the role they had got.

After that, ED gave the more explanation about the additional learning material that was the sheet for writing time allotment needed when

applying each strategies of CSR and the additional material which was included in students' CSR Learning log by using power point. In addition, ED also gave the more explanation to all students about the way in finding the main idea of some paragraphs in the text, inferring the meaning of some words in the text through fix up strategies provided in students' clunk card and finding the implicit information of the text such as finding the moral value or characteristics of a character in the story.

After finished in giving the more explanation about it, ED asked each group leader to come in front of the class for taking the first sheet of students' CSR Learning log that was the sheet for applying preview strategy. Then, ED asked each group to implement Preview strategy by asking them to brainstorm what they already know about the topic, and making a prediction about what they might learn about the topic by answering some questions provided in students' CSR learning log. ED gave the time ten minutes to implement this strategy. After time was up for applying preview strategy, ED asked each group leader to submit their own group works to ED and asked them to take the next sheet of students' CSR learning log for applying clink and clunk and get the gist strategy.

The next fifteen minutes, ED asked each group to implement click and Clunk and Get the Gist Strategy. Dealing with clink and clunk strategy, ED asked them to write the difficult words they found in every paragraph of the text along with finding the meaning of those words by using fix up strategies in students' clunk card. ED also reminded them to write the number of clunk card they used in finding the meaning of those words in the space provided in students' CSR learning Log. Then, dealing with get the gist strategy, ED asked them to write the most important information such as the place, the person or the things they found in every paragraph of the text. Then, the bell rang twice. It was time to rest.

At 00.10 p.m., the bell rang twice again. Then, the students entered the room. ED gave the additional time at least five minutes for each group in finishing Click and Clunk and Get the Gist Strategy. After the time was up

for click and clunk and get the gist strategy, ED asked each group leader to submit their own group work to ED and asked them to take the next sheet of students' CSR learning log for applying wrap up strategy.

Then, the next twenty minutes, ED asked each group to implement Wrap-Up strategy. For this strategy, ED asked them for making some WH questions along with its answers, making the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text, and finding the moral value of the story they had read.

During the time that ED gave to each group in applying the four reading strategies of CSR along with writing their group discussion result in students' CSR learning log, ED was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

Having finished applying every strategies of collaborative strategic reading, ED distributed the work results of each group which had been submitted to her. The work results covered the sheet for preview strategy and the sheet for click and clunk and get the gist strategy. Then, ED asked some reporter of the groups to report their group discussion result to the whole class about the main idea of each paragraph they had succeed found in the text. The next five minutes, ED moved on to questions and answers section. ED explained the new rule of this activity that the questions given by the reporter of groups were aimed for all students, so it was not only aimed for the other reporters, but also for the other students had a right to answer it.

After finished in conducting questions and answers section, for the last activity was sharing their group finding result about the moral value of the story they had succeed found with the whole class. After the students reported their group answer to the whole class dealing with the moral value of the story they had succeed found, then ED and all students discussed its answer together.

At last, before ending the meeting, ED asked to all students whether there were any difficulty or not dealing with the topic they learned at that day. ED asked *"Any questions or problems dealing with the topic?"* The whole class said *"No, Miss"*. Next, ED made the summary and reflected about the lesson at that day together with all students. Then, ED asked each group leader to submit the results of their group work. After that, ED closed the meeting. Then, ED said" see you class". The whole class said "See You Miss".

2) Second Meeting

The second meeting was held on Thursday, April 19th, 2012. The class was started at 07.00 a.m and ended at 08.20 a.m in VIII B classroom of SMP Negeri 1 Ngadirojo. In introduction, ED greeted and checked students' attendance. In that day, all of the students were present. Then, ED reviewed the last meeting topic they had learned along with reviewed students' memories about Collaborative Strategic Reading by giving some questions orally.

Next, ED asked the students to make a group consists of six people by the same group members as in the previous meeting. After all students found their own group, ED asked each group to choose their group leader, but with different one in the previous meeting. Then, ED asked each the new group leader to take the stofmap which contained the learning materials for their own group and asked them to change the role or the position of their group members with different one. After that, ED asked them to wear the identity card based on their new position.

After all groups had the learning material of narrative text they would read at that day, ED asked to all students about the title of the story they would read. ED asked*"Ok, now what is the title of the story you will read?"* Almost of students answered *"The cap seller and the monkeys".* Then, ED said *"Ok, that's right"* and what is meant by the cap seller and the monkeys? Some students answered "*Penjual topi dan monyet*". Then, ED gave positive feedback to the answer given by them.

At 07.15 a.m, ED asked each group leader to come in front of the class for taking the first sheet of students' CSR Learning log that was the sheet for applying preview strategy. For this strategy, ED asked them to brainstorm what they already know about the topic, and made a prediction about what they might learn about the topic by answering some questions provided in students' CSR learning log. ED gave the time 10 minutes for applying this strategy. After time was up for applying preview strategy, ED asked each group leader to submit their own group work to ED and asked them to take the next sheet of students' CSR learning log for applying clink and clunk and get the gist strategy.

The next twenty minutes, ED asked each group to implement click and clunk and get the gist strategy. Similar to the previous meeting, dealing with clink and clunk strategy, ED asked them to write the difficult words they found in every paragraph of the text along with finding the meaning of those words by using fix up strategies in students' clunk card. ED also reminded them to write the number of clunk card they used in finding the meaning of those words in the space provided in students' CSR learning Log. Then, dealing with get the gist strategy, ED asked them to write the most important information such as the place, the person or the things they found in every paragraph of the text. After time was up for click and clunk and get the gist strategy, ED asked each group leader to submit their own group work to ED and asked them to take the next sheet of students' CSR learning log for applying wrap up strategy.

Then, the next twenty minutes, ED asked each group to implement Wrap-Up strategy. For this strategy, ED asked them for making some WH questions along with its answers, making the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text, and finding the moral value of the story they had read. In addition, because almost all groups did not remember about the two questions example related to the implicit information that they had to include when they made their own group questions, ED informed them by

writing it in the white board and asked them to choose one of these questions to be used in the question which was given the star mark in their students' CSR learning log.

When ED was walking around to each group to monitors them, there was one of the students in group three asked "*Miss, ceroboh itu bahasa inggrisnya apa miss?*". ED did not directly give the answer of that question, but ED still helped him by informing to him about the noun of that word. ED said "*Ceroboh itu kan kata sifat ya, kalau kecerobohan bahasa inggrisnya "Carelessness, jadi kalau ceroboh bahasa inggrisnya apa?*". One of the other students in group three answered" *careless, bener gag miss?*". ED said "*Yes, that's right. Ceroboh is careless*".

During the time that ED gave to each group in applying the four reading strategies of Collaborative Strategic Reading along with writing their group discussion result in students' CSR learning log, ED was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

Having finished in applying every strategies of collaborative strategic reading, ED distributed the work result of each group which had been submitted to her. Then, ED asked all reporters of each group to stand up and asked some of them to report their group discussion result to the whole class about the main idea of the second, the fourth, and the last paragraph they had succeed found. The next five minutes, ED moved on to questions and answers section that the rules for this section were still the same as in the first meeting of this cycle. For the last activity was sharing their group finding result about the moral value of the story they had succeed found with the whole class. After the students reported their group answer dealing with the moral value of the story they had succeed found to the whole class, ED and all students discussed its answer together. At that time, ED also reminded all students that in the next meeting, they had to use English in answering the moral value of the text.

Before ending the meeting, ED asked to all students whether there were any difficulty or not dealing with the topic they learned at that day. Next, ED made the summary and reflected about the lesson at that day together with all students. Then, ED asked each group leader to submit the results of their group work. After that, ED closed the meeting. Then, ED said" see you class". The whole class said "See You Miss".

3) Third Meeting

The third meeting was held on Saturday, March 21th, 2012 at 07.00-08.20 in VIII B class of SMP Negeri 1 Ngadirojo. In introduction, ED greeted and checked students' attendance. In that day, all of the students were present. Then, ED reviewed the last meeting topic they had learned by giving some questions orally. After that, ED stated the topic they would learn at that day. ED said *"Ok, class, today, we will learn about narrative text again, but with different story"*.

At that day, the activities were still the same as in the two previous meeting of this cycle. Firstly, ED asked all students to found their own group by the same group members as in the previous meeting. After that, ED asked each group to choose their group leader, but with different one in the previous meeting. Secondly, ED asked each the new group leaders to take the stofmap which contained the learning materials for their own group and asked them to change the role or the position of their group members with different one. Then, ED asked all group members to wear the identity card based on their new position.

After all groups had the learning material of narrative text they would read at that day, ED stimulated students' interest by giving the question about what the title of the story they would read. Then, ED informed to all students that there was a reward for the groups who its members were being active in doing discussion and finishing all tasks in their group well.

At 07.15 a.m, ED asked each group leader to come in front of the class for taking the first sheet of students' CSR Learning log that was the sheet for applying preview strategy. For this strategy, ED asked them to brainstorm what they already know about the topic, and made a prediction about what they might learn about the topic by answering some questions provided in students CSR learning log. ED gave the time 10 minutes for applying this strategy. After time was up for applying preview strategy, ED asked each group leader to submit their own group work to ED and asked them to take the next sheet of students' CSR learning log for applying clink and clunk and get the gist strategy.

The next twenty minutes, ED asked each group to implement click and clunk and get the gist strategy. Similar to the previous meeting, dealing with clink and clunk strategy, ED asked them to write the difficult words they found in every paragraph of the text along with finding the meaning of those words by using fix up strategies in students' clunk card. ED also reminded them to write the number of clunk card they used in finding the meaning of those words in the space provided in students' CSR learning Log. Then, dealing with get the gist strategy, ED asked them to write the most important information such as the place, the person or the things they found in every paragraph of the text. After time was up for click and clunk and get the gist strategy, ED asked each group leader to submit their own group work to ED and asked them to take the next sheet of students' CSR learning log for applying wrap up strategy.

Then, the next twenty minutes, ED asked each group to implement Wrap-Up strategy. For this strategy, ED asked them for making some WH questions along with its answers, making the summary of the text they had read by writing the most important information or the main idea they had found in each paragraph of the text, and finding the moral value of the story they had read. In addition, because almost of all groups did not remember about the two questions example related to the implicit information that

they had to include when they made their own group questions, ED informed them by writing it in the white board and asked them to choose one of the two questions for being used in the question which was given the star mark in their students' CSR learning log.

When the students were implementing the last strategy of Collaborative Strategic Reading collaboratively, there was one of the students in group four asked *"Miss, serakah itu bahasa inggrisnya apa miss?"* ED did not directly give the answer of that question to him. But, ED remain helped him by informing him where actually the English language of that word they could found in the text. ED said *"Bahasa inggrisnya dari serakah, sebenarnya dapat kalian temukan pada paragraph tiga baris pertama dari teks tersebut"*. Then, the other student in group four tried to guess it. He said *"Greedier itu Miss?"*. ED said *"Yes, that's right"*.

During the time that ED gave to each group in applying the four reading strategies of Collaborative Strategic Reading along with writing their group discussion result in students' CSR learning log, ED was walking around to each group to monitors, guides the students and gives assistance if there were some difficulties who the students found.

Having finished in applying every strategies of collaborative strategic reading, ED distributed the work results of each group which had been submitted to her. Then, ED asked some reporter of the groups to report their group discussion result to the whole class about the main idea of each paragraph they had succeed found in the text. Whereas, for the other reporters were asked to give their comment to the answer which had been reported by their friends of the other groups. The next five minutes, ED moved on to questions and answers section that the rules for this section were still the same as in the two previous meeting of this cycle. For the last activity was sharing their group finding result about the moral value of the story they had succeed found with the whole class. After the students

reported their group answer dealing with the moral value of the story they had succeed found to the whole class, then, ED and all students discussed its answer together.

Before ending the meeting, ED made the summary and reflected about the lesson at that day together with all students. Next, ED informed to all students that on Saturday, they would have a post-test 2. Then, ED asked each group leader to submit the results of their group work. After that, ED closed the meeting. Then, ED said" See you class". The whole class said "See You Miss".

4) **Fourth Meeting**

The fourth meeting was held on Saturday, 28th April 2012 in Multimedia room. That day, as informed in the previous meeting, the students would have a post test 2. It was in the form of written test, consisted of thirty multiple choices questions which covered several reading competence, they were: determining vocabulary, main idea, implicit information, explicit information, and reference.

At 07.00 a.m, ED entered the multimedia room. In introduction, ED started the meeting by guiding the students to pray together. Then, ED greeted all students and checked students' attendance. At that day, all students were present. Before doing the test, ED told the students that they had to be honest in doing their test. ED gave the time 60 minutes for doing this test. The students did the test and the researcher monitored them.

After 60 minutes doing this test, ED asked them to submit their answer sheet. Then, ED distributed the questionnaires for all students and asked them to fulfill it by choosing one of the answers that were "Yes or No" in the column besides the questions by giving the V mark to the answer they chose.

d. Observing the Action

Observing was conducted in order to know the effects of the implementation of Collaborative Strategic Reading to improve students'

reading comprehension and was aimed at knowing how effective Collaborative Strategic Reading to improve students' reading comprehension. It was also aimed at finding out the strengths and weaknesses of Collaborative Strategic Reading to improve students' reading comprehension. The observation was conducted during the implementation of Collaborative Strategic Reading and it was done by the researcher along with the teacher in each meeting of reading class. In cycle two, the researcher conducted four meetings. The results of the observation could be explained as follows:

1) **First Meeting**

The researcher came on time to the class. Similar to the previous meeting, ED asked the students to work collaboratively in applying the four reading strategies of Collaborative Strategic Reading. There were five groups in VIII B class that each group members had their own role that were leader, clunk expert, announcer, encourager, reporter, and time keeper. The topic used in this meeting was still narrative text but with different story. At that time, narrative text the students would read entitled The Wolf and the Stork. It consisted of four paragraphs that there were also provided some colour pictures related to the story to excite students' interest and provided a clues or a context to the students for connecting the information contained in the text.

The main teaching learning activities used in this meeting were also the same with the activities in the previous meeting. The activities were included in three stages that were pre reading activities, whilst reading activities, and post reading activities. They were as follows; asking each groups to implemented the four reading strategies of Collaborative Strategic Reading along with writing their group discussion result in students' CSR Learning Log, that were preview (it was included in pre–reading stages), click and clunk, get the gist (it were included in whilst-reading stage) and wrap up strategy (it was included in post-reading stages). Post reading stages also include some activities such as asking some reporter of the groups each group to report their group finding result to the whole class dealt with the

main idea of each paragraph they had succeed found in the text, conducting questions and answers section and sharing their group finding result about the moral value of the story they had succeed found with the class.

However, in this meeting, the researcher made a little change of activity when distributing students' CSR Learning Log to each group. In the previous meetings, the sheet for applying each strategies of Collaborative Strategic Reading was distributed at once together with the other learning materials provided in the stofmap. However, in this meeting, the sheet for applying the four reading strategies of Collaborative Strategic Reading was given by the researcher to each group in each strategy by giving the limited time for applying it.

At the same time, when all students applying the four reading strategies of CSR collaboratively, the researcher also walked around the class for checking and monitoring students' work, guiding the students and giving assistance if there were some difficulties the students found. Based on the researcher's observation, overall, the students in each group were more responsible to do their task. They did their task according to their own job description well. Furthermore, they also participated in doing discussion with their group members for finishing their group task on time. They seemed giving their ideas, giving feedback and giving their rejection to their friends' idea.

At that day, there were still found some groups had not yet understood enough about the two additional materials given by the researcher. For this reason, they asked the researcher to give the more explanation about it. It showed that they were not ashamed again to ask when they had the difficulties dealing with the task they had to do in their collaborative learning. It proved that they had confidence enough in asking what they had not yet known.

Furthermore, at that time, the researcher found that almost of groups used the first and the second strategy in students' clunk card when they tried to find the meaning of difficult words they found in the text. Eventhough,

there were still found some mistakes with the meaning of difficult words they had succeed found, but as far as it was not a big obstacle because it actually indicated that the students had a good motivation and interest to find the problems they faced. In other words, it showed that they also started to enjoy reading. Moreover, dealing with some references they did not know in the text, they used the fourth strategy in their students' clunk card that was re-read the sentence before and after it.

The students seemed confidence enough when the researcher asked them to report their group discussion result to the whole class related to the main idea of each paragraph they had succeed found. At that time, for the main idea of the first and second paragraph, there were no volunteer which want to report their group discussion result so that the researcher had to point out one of reporters. But, for the main idea of the third and the last paragraph, there were some groups' reporter which wants to be the volunteer. Besides that, there were also some responses from the other reporters when they were asked to give their comment to the answer about the main idea of some paragraphs in the text that their friends of the other groups had reported. However, as far as the researcher's observation, dealing with the main idea of some paragraphs which they had reported, there were found that almost of the groups still hadn't yet gave the correct answers as expected by the researcher. It indicated that there was still the problem the students faced in finding the main idea of a paragraph in the text.

Students' confidence and students' activeness also seemed when conducting questions and answers section. It could be seen that there were some reporters who want to be the volunteer for giving their group questions to the whole class. Even, students' response also was very high. They seemed quite enthusiasm for giving their answer of another group questions. It could be seen by their responses which raised their hand and struggled with their friends for giving the answer of those questions so that it made the class situation was rather noisy. The similar thing also occurred when the researcher asked the reporter of groups to report their group finding result

about the moral value of the story. At that time, there were three reporters who want to be the volunteer for reporting their group finding result. As far as, the moral value they had reported were almost correct. It indicated that the students had understood enough about what is meant by moral value and how the way to find it.

At last, after observing and analyzing the work result of each group in students' CSR Learning Log, the researcher found that some groups still had not yet summarized the text well because it had not yet represented the most important ideas contained in the text as a whole so that it made their summaries did not make sense. However, the good thing was the summary that each group had made seemed that they used some references. Overall, the references they used to make their summary were correct. It showed that the students had understood enough with some references they found in the text.

2) Second Meeting

In this meeting, the teaching learning process ran smoothly. There were five groups in VIII B class by the same group members as in the previous meeting. But, what is to be noted in this meeting was there were the role changes of each group members. For this day, the topic used was still narrative text but with different story. At that time, narrative text the students would read entitled *"The Cap Seller and the Monkeys"*. There were three texts with the same title in each group. It consisted of six paragraphs that there were also provided some colour pictures related to the story to excite students' interest and provided a clues or a context to the students for connecting the information contained in the text.

Similar to the previous meeting, the researcher asked the students to work collaboratively in applying the four reading strategies of Collaborative Strategic Reading, namely preview, click and clunk, get the gist and wrap up strategy through three stages that were the pre-reading, whilst-reading and post-reading. In addition, the way in distributing students' CSR learning log

was still the same as in the first meeting of this cycle that the sheet for applying the four reading strategies of was Collaborative Strategic Reading (CSR) given by the researcher to each group in each strategy.

At that day, when applying click and clunk strategy, almost of groups had been able to understanding the meaning of difficult words they had found in each paragraph of the text by using fix up strategy in students' clunk card. Similar to the previous meeting, mostly, they used the first and the second strategy in students' clunk card when they tried to find the meaning of difficult words they found in the text. Whereas, dealing with some references they did not know in the text, they used the fourth strategy of students' clunk card that was re-read the sentence before and after it.

Furthermore, when applied get the gist strategy, they also had been able to find the main idea of some paragraphs correctly. The same thing also occurred in wrap up strategy. Almost of groups had been able to do their task dealing with making WH questions along with its answers completely. Mostly, the questions they had made related to the explicit information of the text. But, it was not a problem because it showed that the students had understood about the explicit information of the text they had read.

In addition, dealing with the implicit information which each group had to include in their own group questions, there were found that mostly each group tended to make the questions related to the moral value of the story they had read. The researcher asked their reasons about why they tended to choose and made the questions about the moral value of the story rather than the personality of some characters in the text. Mostly their reasons were for utilizing the time as effective as possible. In this case, they thought that this question would also be used at once in the review part of finding the moral value of the story. In other words, they tried hard for utilizing their time effectively in order to their group tasks could be finished on time as the time that the researcher had given. Actually, it showed that the students had a good interaction with all group members to make the decision

in order to do their task on time. Moreover, it also indicated that they had a good motivation and interest to finish their task.

Furthermore, students' motivation, students' interest and students' activeness also seemed when the researcher asked them to report their group discussion result to the whole class dealing with the main idea of the second, the fourth and the last paragraph they had succeed found in narrative text they just read. For each paragraph of these three paragraphs, there were always a reporter of the groups raised their hand to be the volunteer for reporting the result of their group discussion. The similar thing occurred when the researcher asked the other reporters for giving their comment about the answer of the main idea of three paragraphs reported by their friends. Mostly, they were very enthusiasm to give their opinion by reporting that that they had the different answer or even the same answer with the answers had been reported by their friends of the other groups.

The same thing also occurred when questions and answers section was conducted. There were always some reporters of the groups who want to be the volunteer for giving their group questions to the whole class by raising their hand. Even, all students' response was very high in this section. They seemed quite enthusiasm to give the answer of the questions had been given by their friends of the other groups. Almost of the students raised their hand, even they also struggled with their friends for giving the answer of the questions. The last, when the researcher asked them to report their group finding result to the whole class about the moral value of the story they had succeed found in the text, there were found four groups' reporter who want to be the volunteer for reporting their group finding result. As far as the researcher's observation, the moral value of the story they had reported were correct.

From the facts above, actually it caused the class situation became noisy. Besides that, it also indicated that students' motivation, students' response, students' interest, and students 'activeness had improved during

teaching and learning process from the beginning activity until the last activity.

At last, after observing the work results of each group in students' CSR Learning Log, the researcher found that almost of groups could summarize the text well. The summary that they made had represented enough the most important ideas contained in the text they had read. Furthermore, their summary seemed using some references. Overall, the references they used to make their summary were correct. It showed that the students had understood with some references they found in the text they had read.

3) **Third Meeting**

In this meeting, teaching learning process was really good. At that time, narrative text the students would read entitled "The Hen that Laid the Golden Eggs". There were three texts with the same title in each group It consisted of six paragraphs that that there were also provided some colour pictures related to the story to excite students' interest and provided a clues or a context to the students for connecting the information contained in the text. Furthermore, there were five groups in VIII B class by the same group members as in the two previous meetings of this cycle. But, the same with the previous meeting, there were the role changes of each group members that it was done by each the new group leader.

Similar to the previous meeting, the researcher asked the students to work collaboratively in applying the four reading strategies of Collaborative Strategic Reading (CSR), namely preview, click and clunk, get the gist and wrap up strategy through three stages that were the pre-reading, whilst-reading and post-reading. In addition, the way in distributing students' CSR learning log was still the same as in the two previous meeting of this cycle that the sheet for applying the four reading strategies of was Collaborative Strategic Reading (CSR) given by the researcher to each group in each strategy.

At that day, the VIII B class condition was still remaining noisy. However, during teaching and learning process itself, it was so interesting because all students' took part in all activities actively. In doing a group discussion, almost of them participated actively. Cooperative condition was also built up well in this section. During this collaborative learning, they seemed sharing their ideas, giving feedback, assisting one another when they had the difficulties, giving their rejection to their friends' idea; even undoubtedly, they also seemed debate with their group members to make the decision related to the task they had to finish on time. In other words, they were more responsible with their task. They tried hard for utilizing the time effectively in order to their group task could be finished on time as the time the researcher had given.

In sharing section, exactly in the time for reporting the main idea of each paragraph they had found to the whole class, there were always the reporter of groups raised their hand in order to be the volunteer for reporting their group answer. Even, all reporters also seemed more active in giving their response when they were asked to give their comment about another group answer which had been reported to the whole class. It could be seen by the fact that they raised their hand for reporting that that they had the different answer or even the same answer with the answers had been reported by their friends of the other groups.

In addition, in questions and answers section, there was also some groups' reporter who wanted to be the volunteer for giving their group questions to the whole class. All students also seemed quite enthusiasm by raising their hand and struggling with their friends in giving the answer of the questions. The similar thing also occurred in the time for reporting the moral value of the story that each group had found to the whole class. Surprisingly, at that time, all groups' reporters raised their hand to report their group finding result.

From these facts proved that students' motivation, students' confidence, students' response, students' interest, and students 'activeness

had truly improved during teaching and learning process in reading lesson at that day.

Furthermore, students' attention was so good during teaching learning process conducted from the beginning activity since they were asked to apply the four reading strategies collaboratively in their own group until the last activity when the class discussion was conducted. As far as the researcher's observation, students' attention covered students' attention to the researcher and students' attention to the other students. Students' attention to the researcher could be seen in the researcher's activities such as: giving the explanations to all students, giving the instructions to the students in applying every reading strategies of Collaborative Strategic Reading (CSR), checking, discussing and giving the correct answer related to the main idea of each paragraph and the moral value of the story that the students had reported to the whole class.

Meanwhile, students' attention to the other students could be seen from their participation in doing discussion with their group members when they applied the four reading strategies of Collaborative Strategic Reading (CSR). Besides that, it also could be seen from students' response that they raised their hand for giving their comment to another group answers and for giving the answer of the questions given by their friends of the other groups.

The other things the researcher found in this meeting were almost of groups were able to understand the meaning of difficult words they found in each paragraph of the text by using fix up strategies that were the first and the second strategy in students' clunk card. Whereas, dealing with some references they did not know in the text, they still used the fourth strategy in their students' clunk card that was re-read the sentence before and after it.

Moreover, almost of groups also had been able to find the main idea of some paragraphs correctly. The similar thing also occurred in wrap up strategy. Almost of groups had been able to do their task dealing with

making WH questions along with its answers completely. Eventhough, almost of the questions they had made still related to the explicit information of the text, but it was not a problem. Actually, it indicated that they were truly understood about the explicit information contained in the text they just read.

In addition, dealing with the implicit information which each group had to include in their own group questions, at that time, mostly each group still tended to make the questions related to the moral value of the story they had read. Their reasons were still the same which they thought that it would be effective for them if they made the question that they also would use it at once in the review part, precisely in the part of finding the moral value of the story. As far as the researcher's observation, mostly the moral value of the story each group had reported were correct. Eventhough, there were still found that some of them used Indonesian language in reporting the moral value of the story they just read, it was not a big obstacle because the important thing was their success in finding the moral value of the story they just read indicated that they had understood enough with the implicit information contained in the text.

At last, after observing and analyzing the work results of each group in students' CSR Learning Log at that day, the researcher found that almost of the groups could summarize the text better than the previous meetings. The summary of the text they made had truly represented the entire important ideas contained in the text. Besides that, their summary still seemed using some references. Overall, the references they used to make their summary were correct. It indicated that the students had understood in determining the references of certain words that they found in the text they just read.

4) **Fourth Meeting**

In the fourth meeting, the students did the post-test 2. The post-test was aimed to measure the improvement of students' reading comprehension. It was in the form of written test, consisted of thirty multiple choices

questions which covered several reading competence, such as: determining vocabulary, main idea, implicit information, explicit information, and reference. During 60 minutes the time given by the researcher to do this test, almost of students did this test by themselves. Although, there were some students wanted to cheat in doing this test, the researcher could control them by reminding them that she would give the minus score for the cheating students.

The next twenty minutes, it was used to fulfill the questionnaires distributed by the researcher to all students. The questionnaires consisted of twenty closed questions that were about students' feeling in CSR classroom, students' reading comprehension after implementing CSR, students' opinion about teaching and learning materials used in CSR, and students' motivation in CSR classroom.

e. Reflecting the Action

Based on the analysis of the test's result in Post- Test 2, the observation result during three meetings in the second cycle along with the result of interview and questionnaires after implementing the action in cycle 2, the researcher got the results as follows:

1) The Improvement of Students' Reading Comprehension.

After comparing the result of the two test score that were the result of post-test score of cycle 1 and post-test score of cycle 2, the researcher could report that there was improvement on students' reading comprehension. In brief, the post-test score of cycle 1 and the post-test score of cycle 2 can be shown in the table below:

Table 4.13 Post Test Score of Cycle 1

No	Explanation	Students' Score
1.	Highest Score	76.67
2.	Lowest Score	26.67
3.	Average Score	53.76

Table 4.14 Post Test Score of Cycle 2

No	Explanation	Students' Score
1.	Highest Score	93.33
2.	Lowest Score	46.67
3.	Average Score	72.90

From the result of the two tests above, it could be seen that the students' score increased optimally. The highest score gained by the students improved from 76.67 in post-test 1 into 93.33 in post-test 2. The lowest score improved from 26.67 in post-test 1 into 46.67 in post-test 2. The mean score between post-test 1 and post-test 2 also improved from 53.76 in post-test 1 into 72.90 in post-test 2.

It was not only that, the students' mean score viewed from their reading comprehension also improved optimally. The students' mean score of vocabulary increased from 55.38 in post-test 1 into 72.90 in post-test 2. The students' mean score of main idea increased from 59.68 in post-test 1 into 78.06 in post-test 2. The students' mean score of implicit information increased from 26.45 in post-test 1 into 62.90 in post-test 2. The students' mean score of explicit information increased from 63.60 in post-test 1 into 77.02 in post-test 2. The students' mean score of reference increased from 69.35 in post-test 1 into 70.43 in post-test 2. In brief, the students' score viewed from students' reading comprehension, either in post-test 1 or in post-test 2 can be shown in the table below:

Table 4.15 Post Test Score of Cycle 1
Viewed from Students' Reading Comprehension

No	READING COMPREHENSION	HIGH	LOW	MEAN
1.	Vocabulary	83.33	16.67	55.38
2.	Main Idea	83.33	33.33	59.68
3.	Implicit Information	80	0	26.45
4.	Explicit Information	85.71	28.57	63.60
5.	Reference	83.33	33.33	69.35

Table 4.16 Post-Test Score of Cycle 2
Viewed from Students' Reading Comprehension

No	READING COMPREHENSION	HIGH	LOW	MEAN
1.	Vocabulary	100.00	20.00	72.90
2.	Main Idea	100.00	40.00	78.06
3.	Implicit Information	100.00	16.67	62.90
4.	Explicit Information	100.00	25.00	77.02
5.	Reference	100.00	50.00	70.43

From the facts above, it was clear that the implementation of Collaborative Strategic Reading (CSR) in cycle 2 improved students' reading comprehension such as: vocabulary, main idea, implicit information, explicit information, and reference. It could be seen by the fact that there are the improvements of students' mean score in five indicators from post-test 1 to post-test 2. In brief, the improvement of the students' mean score in each indicator from post-test 1 to post-test 2 can be shown in the table below:

Table 4.17 The Improvement of Students' Mean Score
From Post-Test 1 to Post-Test 2
Viewed from Students' Reading Comprehension

No	READING COMPREHENSION	Students' Mean Score in Post-Test 1	Students' Mean Score in Post-Test 2	The Improvement
1.	Vocabulary	55.38	72.90	17.52
2.	Main Idea	59.68	78.06	18.38
3.	Implicit Information	26.45	62.90	36.45
4.	Explicit Information	63.60	77.02	13.42
5.	Reference	69.35	70.43	1.08

From the tests' result above, it could be seen that students' mean score of vocabulary from post-test 1 to post-test 2 increased 17.52. The students' mean score of main idea from post-test 1 to post-test 2 increased 18.38. The students' mean score of implicit information from post-test 1 to

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post-test 2 increased 36.45. The students' mean score of explicit information from post-test 1 to post-test 2 increased 13.42. The students' mean score of reference from post-test 1 to post-test 2 increased 1.08.

Besides that, the improvement of students' reading comprehension which covered five indicators, such as: determining vocabulary, main idea, implicit information, explicit information, and reference also could be seen based on the researcher's observation through the result of students' group work in students' CSR Learning Log. They were as follows:

Firstly, the improvement of students' reading comprehension in finding the meaning of difficult words they met in the text. This fact could be seen after comparing the result of students' group work in students' CSR Learning log, precisely in click and clunk strategy of cycle 1 and cycle 2. In cycle 1, there were found that mostly each group just wrote the difficult words they met in each paragraph of the text without writing its meaning too. However, in cycle 2, the researcher found that mostly each group had able to find the meaning of the difficult words they met in each paragraph of the text along with writing its meaning at once in their students' CSR Learning Log.

Supporting to the researcher's observation above, based on the questionnaires' result, 83.76% of the whole students stated that fix up strategy in students' clunk card indeed help them in inferring the meaning of some difficult words in the text (Q_aB_7). The same thing was also got based on the interview to three students. In the interview, when the researcher asked "*Apakah kamu merasa terbantu untuk memahami arti kata-kata* sulit *yang kamu temukan di dalam teks dengan menggunakan empat strategy yang ada di Clunk card?*" (I_aED_7). Student TR said *"Iya, merasa terbantu".* Similar to student TR, student HC answered "*Iya, lumayan terbantu*". Then, student FVK also said *"Iya, terbantu".*

From these facts showed that students' difficulties dealing with referring the meaning of unfamiliar words in the text had been able to solve through clink and clunk strategy by emphasizing on the use of fix up

strategies in students clunk card. For this reason, undoubtedly, there would be the improvement on students' reading comprehension in referring the meaning of certain words in the text.

Secondly, the improvement of students' reading comprehension in identifying the main idea of a paragraphs in the text. It could be seen after comparing the result of students' group work in students' CSR Learning log, precisely in get the gist strategy of cycle 1 and cycle 2. In cycle 1, there were found that some groups still had the wrong answer when they were asked to find the main idea of some paragraphs in the text. Even, almost of them assumed that the most important ideas of a paragraph in the text were always in the form of sentences and in the first sentence of a paragraph. Certainly, it was not true. It showed that students' comprehension in finding the main idea of some paragraphs in the text was still low.

Different thing occurred in cycle 2. In the second cycle, almost of groups were able to find the main idea of some paragraphs in the text correctly. The students' thought about the way in finding the main idea of a paragraph in the text also had changed. They had known that the most important ideas of a paragraph in the text were not only found in the form of sentences, but also it could be found in the form of a phrase containing the information about place, person or thing. Besides that, they also had known that it was not always found in the first sentence of a paragraph, but it could be found in the first sentence, in the middle or in the last sentence of a paragraph.

Similarly, supporting to the researcher's observation above, the questionnaires' result also showed that 90.32% of the whole students stated that get the gist strategy of Collaborative Strategic Reading (CSR) indeed helped the students to find the main idea of a paragraph in the text (Q_aB_9). The same thing was got in the interview to three students. In the interview, when the researcher asked "*Berikutnya, berhubungan dengan main idea (ide pokok), dengan penggunaan CSR dalam reading kemarin, kamu merasa terbantu dan lebih mudah tidak untuk menemukan main idea (ide pokok)*

dari setiap paragraph di dalam suatu teks?" (I$_a$ED$_{11}$). Student TR said "*Iya, terbantu terus lebih mudah juga*". Similar to student TR, student HC answered "*Iya, terbantu dan mudah*". Then, student FVK also said "*Iya, terbantu terus ya mudah*".

Thirdly, the improvement of students'reading comprehension in finding the implicit information of the text. It could be seen after comparing the result of students' group work in student' CSR Learning Log between cycle 1 and cycle 2. In cycle 1, mostly each group just made the questions about explicit information of the text rather than making the questions dealt with implicit information of the text. By revising the plan for the second cycle, actually it had given the expected results. In the end of cycle 2, there were found that almost of the students were able to make the questions as well as its answers correctly dealt with implicit information of the text, such as, finding the moral value of the story and finding the personality of some characters in the text.

Supporting to the researcher's observation, the questionnaires' result also showed that 80.65% of the whole students stated that one of steps in Wrap Up strategy that was in review part indeed help them to find implicit information of the text (Q$_a$B$_{11}$). In line with the questionnaires' result, in the interview, when the researcher asked "*Dengan penggunaan strategi Wrap Up dalam pengajaran reading di kelas, kamu merasa terbantu tidak untuk menemukan informasi tersirat dalam bacaan?*" (I$_a$ED$_{17}$). In fact, all of three students that were student TR, student HC, and student FVK answered "*Iya, terbantu*".

Next, the improvement of students' reading comprehension in finding the explicit information of the text. After observing the result of students' group work in students' CSR Learning log, precisely in wrap up strategy either in cycle 1 or in cycle 2, there were found that dealing with making WH questions along with its answers, almost of groups tended to make the questions that the answer of the questions were stated explicitly in

the text. It indicated that they had a good understanding about the explicit information contained in the text they had read.

Supporting to the researcher's observation, the questionnaires results showed that 90.32% of the whole students stated that one of steps in Wrap Up Strategies of CSR that was making WH questions along with its answer indeed help them to find the explicit information of the text (Q_aB_{10}). In line with the questionnaires result above, in the interview, when the observer asked "*Dengan penggunaan CSR dalam pengajaran reading di kelas kemarin itu, kamu merasa terbantu tidak untuk menemukan informasi tersurat pada suatu teks?*" *(I_aED_{14})*. All of these three students that were student TR, student HC, and student FVK answered "*Iya, terbantu*".

The last was the improvement of students' reading comprehension in determining some references in the text. Based on the researcher's observation, the students used the fourth strategy in their students' clunk card that was re-read the sentence before and after it when they dealt with some references they did not know in the text. The real evidence about the improvement of students' reading comprehension in determining references contained in the text could be seen through the summary they had made in students' CSR Learning log either in the end of cycle 1 or in the end of cycle 2. Furthermore, students' comprehension about references was reflected in the summary of the text they had made that surely, it contained some references on it.

The researcher found that in the end of cycle 2, almost of groups could summarize the text well. Their summary had represented the most important ideas of the text as a whole. Moreover, it could not be disowned that the summary they had made using some references. Overall, as far as the researcher's observation, the references they used to make their own group summary were correct.

Supporting to the researcher's observation above, the questionnaires' result showed that 70.97% of the whole students stated that fix up strategy in students' clunk card indeed helped them in determining

references in the text (Q_aB_8). The similar thing gained from the interview to three students. In the interview, when the researcher asked *"Selanjutnya, kamu merasa terbantu tidak untuk menentukan reference atau kata acuan di dalam suatu teks dengan mengunakan empat strategy yang ada di Clunk card?"(I_aED$_9$).* Student TR answered *"Iya, lumayan terbantu".* Similar to student TR, student HC said *"Iya terbantu. Tapi, kadang ya mikir sendiri, kalau gag ya tanya teman atau pake clunk card nomer 4".* Then, student FVK said *"Iya, terbantu".*

At last, it was clear that students' reading comprehension improved optimally in the end of second cycle. In other words, the implementation of Collaborative Strategic Reading (CSR) had improved students' reading comprehension which covered five indicators such as: vocabulary, main idea, implicit information, explicit information, and reference optimally.

2) The Changes in Class Situation

The implementation of Collaborative Strategic Reading (CSR) changed classroom situation in VIII B of SMP Negeri 1 Ngadirojo. In brief, the changes of classroom situation can be seen in the table below:

Table 4.18 The Changes of Class Situation
Before and After Action Research

	Before Action Research	After Action Research
Indicators of Class Situation Problems	Low attention of the students during reading lesson when teaching learning process conducted.	Almost all students gave more attention during reading lesson when teaching learning process conducted.
	Almost of the students did non academic activities rather than academic activities.	Students' behavior changed. Almost of them did not do the useless activity during the lesson
	Most of the students were passive. They did not want to ask to the teacher when they had difficulty	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask to the teacher if they had the difficulty. Even, students'

| | | confidence also improved when they were asked to report their group discussion result to the whole class. |
| | Most of the students were lazy to fulfill the reading assignment the teacher instructed. | They were more responsible to do the task the teacher instructed to them. |

The changes of class situation as mentioned above were also supported by the result of questionnaires. Firstly, the result of questionnaires showed that 77.42% of the whole students stated that by the use of CSR made them to get more paid attention during teaching learning process of reading lesson (Q_aC_{17}). Secondly, 58.06% of the whole students stated that by the use of CSR made them to get more focus in academic activities related to their reading lesson and enable them for not doing useless activity during reading lesson (Q_aC_{21}). Thirdly, 77.42% of the whole students stated that by the use of CSR made the students to be active students during teaching and learning process conducted (Q_aC_{19}). The last, the result of questionnaires also showed that 77.42% of the whole students stated that by the use of CSR made them for not being lazy students again to do the assignments that the teacher instructed during reading lesson conducted (Q_aC_{20}).

Further, based on those facts, the researcher reflected some positive results and some weaknesses in the second cycle. They are described as follows:

a) Positive Results

It was identified from two categories:

(1) Students Reading Comprehension

(a) Students were able to infer the meaning of some words in the text.

(b) Students were able to identify the main idea of a paragraph the text.

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(c) Students were able to find the implicit information of the text.

(d) Students were able to find the explicit information of the text.

(e) Students were able to determine the reference of some words in the text.

(2) Class Situations.

(a) Almost all students gave more attention during reading lesson when teaching learning process conducted.

(b) Students' behavior changed. Almost of them did not do the useless activity during the lesson

(c) Mostly the students were more active during teaching learning process

(d) The students were more responsible to do the task the teacher instructed to them.

b) Weaknesses

In teaching and learning process, sometimes the students tended to make a noise. However, it was not a big obstacle in the entire teaching and learning process. Actually, this noise was caused by students' participation in a group discussion and in the class discussion. For solving this noise, the teacher controlled the students for not to speak too loudly and monitored every activities they did.

In addition, there were also found that some of the students were still passive. Once again, it was not a big obstacle in the entire teaching and learning process. As reflected above, the result of the researcher's observation and questionnaires showed that the number of active students was so much more rather than the number of passive students. Furthermore, the implementation of Collaborative Strategic Reading (CSR) also spent more time. So, it enabled the researcher had to utilized the time as effective as possible in order to all strategies of CSR could be applied as a whole during teaching and learning process conducted.

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C. Research Findings and Discussion

1. Research findings

After analyzing the research results which was gathered from several sources of data such as field notes, research diary, pre-research observation report, interview report, questionnaires' result, the score of pre-test and post-test, and photographs, the researcher concluded several findings which answered the research questions as stated in chapter 1. The research findings included the improvement of students' reading comprehension and the improvement of class situation. The research findings are presented in the following table:

Table 4.19 The Research Findings

	Before Action Research	After Action Research
1. The Improvement of Students' Reading Comprehension	1. Students had difficulty to infer the meaning of some words in the text;	Students were able to infer the meaning of some words in the text
	2. Students had difficulty to identify the main idea of a paragraph in the text;	Students were able to identify the main idea of a paragraph in the text
	3. Students had difficulty to find implicit information of the text;	Students were able to find the implicit information of the text
	4. Students had difficulty to find explicit information of the text	Students were able to find the explicit information of the text
	5. Students had difficulty to determine the reference of some words in the text.	Students were able to determine the reference of some words in the text.
2. The improvement of Class	1. Low attention of the students during reading lesson when teaching learning process conducted.	Almost all students gave more attention during reading lesson when teaching learning process conducted
	2. Almost of the students did non academic activities rather than academic activities.	Students' behavior changed. Almost of them did not do the useless activity during the lesson
	3. Most of the students were	Mostly the students were more

Situation	passive during teaching learning process. They did not want to ask to the teacher when they had difficulty.	active during teaching learning process. They were not ashamed and afraid again to ask if they had difficulty. Even, students' confidence also improved when they were asked to report the discussion result of their group. But some of them are still passive.
	4. Most of the students were lazy to fulfill the reading assignment the teacher instructed.	They were more responsible to do the task the teacher instructed to them.
3. Teacher's Behaviour	Teaching technique used by the teacher was so monotonous. The teacher had never taught the students by different methods and techniques in his instructional process	Using Collaborative Strategic Reading (CSR) to teach the students
4. Students' Behaviour when the reading class was over	The students looked happy when the reading lesson was over • Some students said "yes" when the reading lesson was over	The students asked the researcher to teach them longer • Some students said "*Miss, jadi guru di smp sini saja, terus ngajar di kelas sini lagi*"
5. Teaching Material used	Teacher used only students' exercise book (LKS) to teach reading in every meeting.	The researcher used various teaching material which cover the materials that would help the students in applying CSR and reading material by having characteristics such as; providing a clues/ pictures, having one main idea in a paragraph of the text, and providing the context that help the students to connect the information of the text

Furthermore, the improvement of students' reading comprehension could be seen from the improvement of students' score from cycle 1 to cycle 2. It can be summarized in the table below:

Table 4.20 The Improvement of Students' Score

No	Aspect	Before Action Research	After Action Research
1.	**Students' Score**	The achievement of students' test score was low	The achievement of students' test score improved
		The lowest score in pre-test was 23.33	The lowest score in post-test 1 was 26.67 and post-test 2 was 46.67
		The highest score in pre-test was 56.67	The highest score in post-test 1 was 76.67 and post-test 2 was 93.33
		The mean score in pre-test was 41.08	The mean score in post-test 1 was 53.76 and post-test 2 was 72.90
2.	**Students' Mean Score for Each Indicators**		
	a. Understanding word meaning	42.47	Post-test 1= 55.38 Post-test 2= 72.90
	b. Identifying the central theme of a paragraph (main idea)	50.54	Post-test 1= 59.68 Post-test 2= 78.06
	c. Finding the Implicit information of the text.	17. 42	Post-test 1= 26.45 Post-test 2= 62.90
	d. Finding the explicit information of the text.	44. 32	Post-test 1= 63.60 Post-test 2= 77.02
	e. Determining the referent	44.62	Post-test 1= 69.35 Post-test 2= 70.43

From the two tables above, there are two findings related to the research questions as stated in chapter 1. The first finding is the improvement of students' reading comprehension, which is shown in the result of pre-test and both of post-test, from 41.08 become 53.76 and 72.90. When the students were being tested in post-test, the researcher could consider that mostly the students could comprehend the narrative text well. It was shown with they could answer the questions related to the text, such as they could find the vocabulary, main idea, implicit information, explicit information, and reference.

The second finding is the improvement of the classroom situation. Before conducting this research, there were some identified problems in the classroom. One of them was the students tended to be passive students. After implementing the research, almost of the students became more active during teaching learning process occurred. They tended to be active students rather than passive students in the class. Even, they became more confident and enthusiastic during teaching learning process.

It could be seen when the students applied the four reading strategies of CSR collaboratively in comprehending the narrative text they read. They thought, discussed and explored their ability in their own group through the actions such as sharing their idea, giving the more explanation to their group members when they had difficulty, even giving their rejection to their friends' idea before reporting their group discussion result to the class. In addition, when the class discussion was conducted, almost of the students also still remain participated actively through the actions such as reporting their group discussion result to the class, giving their comment on another group answers, giving their own group questions to the whole students, and giving the answer of the questions given by their friends of the other groups.

Considering this facts, the researcher concluded that teaching reading using Collaborative Strategic Reading (CSR) encouraged and made the students more active during teaching and learning process. It happened because in Collaborative Strategic Reading (CSR), the students always were being involved in each learning activities.

2. Research Discussion

The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement in students' reading comprehension. It could be seen from the research findings above. The last step of action research was discussing the result of the research with teacher SL as a final reflection. This result was aimed as framework for examining the hypotheses of the study. Teacher SL and the researcher concluded that Collaborative Strategic Reading (CSR) was an effective strategy to improve students' reading comprehension. Furthermore, the research had created the improvement of students' reading comprehension and classroom situation.

c. The Improvement of Students' Reading Comprehension

The students' reading comprehension increased after applying Collaborative Strategic Reading (CSR) in reading lesson and the indicators of problems also significantly decreased. The researcher would relate the research findings with the theory about Collaborative Strategic Reading as stated by Kligner and Vaughn.

Kligner and Vaughn (2000: 75) state that during CSR conducted, students of various reading and achievement levels work in small cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text which include: 1. Preview: Prior to reading, students recall what they already know about the topic and to predict what the passage might be about. 2. Click and clunk: During reading, students monitor comprehension by identifying the difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense. 3. Get the gist: During reading, students restate the most important idea in a paragraph or section. 4. Wrap-up: After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

Moreover, in supporting students' comprehension when reading the text, there were also provided some materials that would help them in applying CSR, such as a cue leader sheet outlined the procedures they had to followed, students' CSR learning log used for recording students' ideas while

applying each reading strategies, students' clunk card contained fix up strategies to infer the meaning of difficult words they found in the text, and reading material with some characteristics such as; providing a clues/ pictures that help the students to predict what they would learn, having one main idea in a paragraph of the text, and providing the context that help the students to connect the information contained in the text.

This theory was related to the activities in using Collaborative Strategic Reading (CSR) to teach reading. In comprehending the narrative text, the students' were asked to apply the four reading strategies that were preview, click and clunk, get the gist, and wrap up strategy collaboratively. Moreover, in supporting their comprehension when reading the text, there were also provided reading material by having some characteristics such as; (1) providing a clues/ pictures that help the students to predict what they would learn; (2) having one main idea in a paragraph of the text; (3) and providing the context that help the students to connect the information contained in the text.

At last, the result of the research had shown that the impact of using Collaborative Strategic Reading in teaching reading was able to improved five indicators of students' reading comprehension problems which covered vocabulary, main idea, implicit information, explicit information and reference.

Firstly, the impact of CSR in solving students' problem related to their difficulty in inferring the meaning of certain word in the text. Actually, this problem could be solved by using fix up strategies in click and clunk strategy. Secondly, the impact of CSR in solving students' problems related to their difficulty in identifying the main idea of a paragraph in the text. This problem was being solved through get the gist strategy by asking the students to restate the most important ideas about the person, place, or thing of a paragraph or section in the text. Thirdly, the impact of CSR in solving students' problem related to their difficulty in finding the implicit information of the text. This problem was being solved through wrap up strategy, either in

the part of making questions and its answers or in the review part of finding the moral value of the story. Fourthly, the impact of CSR in solving students' problem related to their difficulty in finding the explicit information of the text. This problem also had been able to solve through wrap up strategy, precisely in making WH questions along with its answers. At last, the impact of CSR in solving students' problem related to their difficulty in determining some references they found in the text could be solved by using fix up strategies in click and clunk strategy. Furthermore, the result of students' comprehension in determining some references they found in the text was reflected obviously through the summary of the text they had made in students' CSR Learning Log.

d. The Improvement of Class Situation

The implementation of Collaborative Strategic Reading (CSR) changed the class situation in VIII B of SMP Negeri 1 Ngadirojo. As stated by Bremer, Vaughn, et al. (2002: 1) that CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987).

Supporting to the idea above, Abidin, M.J.Z and Riswanto also state that CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987) that the concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up.*

Furthermore, Klingner, et al. (2004: 292) state that Collaborative Strategic Reading (CSR) is a learning strategy designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms. It is built on the foundation of reciprocal teaching (Palincsar & Brown, 1984) and many of the features as

associated with effective instructions such as collaborative group work, interactive dialogue, and procedural strategies.

Based on the three ideas above, it can be assumed that CSR is a reading comprehension strategy which engages students to work in small cooperative group in applying the four reading strategies which covered *Preview, Click & Clunk, Get the Gist and Wrap Up strategy* to facilitate reading comprehension for the students with reading, learning, and behavior problems included in general education classrooms.

In addition, Orlich, et al. (1998: 276) states that one of benefits in cooperative learning is creating active learning environment. For this reason, actually it has solved the identified problems related to the classroom situation. By the use of Collaborative Strategic Reading (CSR) in this research, it made the students more active during teaching learning process occurred. They had the chance to discuss and share the ideas among the members of groups as well as develop their social skills.

Even, it also improved students' participation, students' interest, and students' motivation during teaching learning process of reading lesson occurred. It could be seen when they were having a group discussion. They seemed so confident to explore their ability through the actions such as sharing their idea, giving the more explanation to their group members when they had difficulty, even giving their rejection to their friends' idea. Furthermore, when conducting the class discussion, almost of the students also still remain participated actively through the actions such as reporting their group discussion result to the class, giving their comment on another group answers, giving their own group questions to the whole students, and giving the answer of the questions given by their friends of the other groups. Although, it made the classroom situation was rather noisy, but it was a big obstacle. Actually, this noise was the part of learning because it showed students' participation during teaching learning process occurred.

Furthermore, the use of Collaborative Strategic Reading (CSR) in teaching learning process made almost of the students gave more paid

attention. It could be seen either students' attention to the researcher or students' attention to the other students. Students' attention to the researcher could be seen in the researcher's activities such as: giving the explanation to all students, giving the instructions to the students in applying every reading strategies of Collaborative Strategic Reading (CSR), checking, discussing and giving the correct answer related to the main idea of each paragraph and the moral value of the story that the students had reported to the whole class.

Meanwhile, students' attention to the other students could be seen from their participation in doing discussion with their group members when they applied the four reading strategies of Collaborative Strategic Reading (CSR). Besides that, it also could be seen from students' response that they raised their hand for giving their comment to another group answers and for giving the answer of the questions given by their friends of the other groups.

In addition, students' behavior also changed. They became more concern with their academic activities rather than non-academic activities. As stated by Klingner, et al. (2004: 292) that CSR is a learning strategy which is built on the foundation of reciprocal teaching (Palincsar & Brown, 1984) and many of the features as associated with effective instructions such as collaborative group work, interactive dialogue, and procedural strategies.

This theory was related with the result of the researcher's observation during the implementation of CSR in reading class. By all instructions given by the researcher to all students when they were applying CSR enabled them to build their responsibility of their own group learning and engage them to be always involved in each activity when teaching learning process occurred. Moreover, Meaningful task had been assigned to each group members also enabled the students to reduce useless activity they did during teaching learning process. So, unlikely they would spend greater time to engage in their academic activity rather than non-academic activity.

They were more also responsible and confidence to do the task the teacher instructed to them. As stated by Klingner, J.K and Vaughn, S (1998: 35) that students are important aspect of CSR because cooperative learning

seems to work best when all group members have been assigned a meaningful task.

This theory was related with the result of the researcher's observation during the implementation of CSR in reading class. As far as the researcher's observation, when the students applied the four reading strategies that were preview, click and clunk, get the gist, and wrap up strategy collaboratively, they seemed utilizing their time as effective as possible for finishing the task based on their own job description. Besides, their own task, they also had to be responsible with their own group task. For this reason, unlikely it would enable the students became more responsible in doing the task assigned to them based on their own job description and participating with all of their group members to finish their group task.

From the discussion above, it can be derived that Collaborative Strategic Reading (CSR) improves the students' reading comprehension through emphasizing on the use of the four reading strategies, cooperative learning, mastery goal in reading comprehension, and interesting learning materials which covered either reading material they will read or other learning materials that will help them in applying Collaborative Strategic Reading (CSR). The improvement of students' reading comprehension could be seen clearly from the improvement of students' test score either in post-test 1 or in post-test 2. It indicated that almost of the students could comprehend the narrative text well. It was shown with they could answer the questions related to the text, such as they could find the vocabulary, main idea, implicit information, explicit information, and reference.

Besides that, Collaborative Strategic Reading (CSR) also improved students' behavior toward teaching learning process. Cooperative learning concept in CSR made the students more active, communicative, and confident. The use of explicit comprehension instruction concept when applying the four reading strategies of CSR made the students more paid full attention during teaching learning process conducted. Meaningful task had been assigned to all group members also enabled the students to reduce

useless activity they did and made them to spend greater time for engaging in their academic activity during teaching learning process occurred. Even, they were more responsible and confidence to do the task that the teacher instructed to them either the task based on their own job description or their group task that they had to finish it on time.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter is to conclude the result of this study, to imply this study, and to suggest others after conducting this study. Below are the conclusion, implication, and suggestion of the study.

A. Conclusion

Based on the discussion in the previous chapter, the writer draws conclusion to answer the problems statement that the researcher found based on the pre-research. The first is about the answer of: Does the use of Collaborative Strategic Reading (CSR) improve students' reading comprehension? Second is about the answer of: What happens to the class situation when Collaborative Strategic Reading (CSR) is implemented in the reading class to improve students' reading comprehension?

Based on the result of pre-research, the writer found that all students did not show a good comprehension in their reading. It could be seen that students had difficulty in inferring the meaning of certain words in the text, identifying the main idea of a paragraph in the text, finding the implicit information of the text, finding the explicit information of the text, and determining the reference.

However, after the writer analyzed the result of the action research, it could be seen that the use of Collaborative Strategic Reading (CSR) in teaching reading can enhance the students' reading comprehension that cover reading to find the vocabulary, main idea, implicit information, explicit information, and reference. The enhancement of the students' reading comprehension is also supported by the result of their test scores. The mean score of pre-test was 41.08 and it improved into 53.76 in the post-test 1 and it also improved into 72.90 in the final post test. It proved that the use of Collaborative Strategic Reading (CSR) in teaching reading can improve the students' reading comprehension.

The other problems the writer found based on the result of pre-research was that the situation in the class did not support the process of teaching learning activity. It was true that there are some problems in the classroom, such as

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students gave paid little attention when teaching learning process of reading lesson was conducted. They seem bored and did not have interest in learning further because the teacher had taught them in monotonous ways; most of the students were doing non-academic activities rather than academic one; most of the students tended to be passive students. They did not want to ask to the teacher when they had difficulty. They tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question dealing with teacher's explanation when the teacher invited them to do so; most of the students were very lazy to fulfill the reading assignment that the teacher instructed to them. They just tended to copy their friends' work.

However, after implementing this research, the writer found that during the actions, the students showed their improvement in the situation of the teaching and learning process. There were changes in the students' behavior toward teaching and learning process. It could be seen that the students became confident and enthusiastic during teaching learning process. The use of explicit comprehension instruction concept when applying Collaborative Strategic Reading (CSR) made almost of the students gave more paid full attention during teaching learning process conducted. Students' behavior also changed. They did not do the useless activity during the lesson. They spent their greater time to engage in their academic activity. Moreover, students were not shy and afraid again to ask if they had difficulty. They tended to be active students. It was so because most of students had the chance to discuss and share the ideas among the members of the groups when applying Collaborative Strategic Reading in comprehending the text.

In addition, students were also so confident to explore their ability in reporting their group discussion result to the whole class, giving their comment on another group answer, giving their own group questions to the whole students, and also struggling with their friends in giving the answer of the questions who had been given by their friends of the other groups. Although it made the classroom situation was rather noisy, but it was a big obstacle. The noise happened in teaching learning process was actually the part of learning because it showed

students' participation during teaching learning process occurred. Even, they were also more responsible and confidence to do their task for their own learning process. Therefore, it can be used to answer the second problem, that is, what happens to the class situation when Collaborative Strategic Reading (CSR) is implemented in the reading class to improve students' reading comprehension?

In brief, it can be concluded that the implementation of Collaborative Strategic Reading (CSR) can improve students' reading comprehension, increase students' motivation in teaching learning process, increase students' vocabulary mastery, enhance students' cooperative skill and mastery goal in reading through emphasizing on the use of the four reading strategies, cooperative learning, and interesting learning materials which covered either reading material they will read or the other learning materials that it will help them in applying Collaborative Strategic Reading (CSR) and understanding the text. By emphasizing on those three things, it would help the students to build up their motivation and engagement in reading which automatically will improve their reading comprehension that it covered comprehending the text to find the vocabulary, main idea, implicit information, explicit information, and reference.

B. Implication

Based on the conclusion of all of the data in the research, there is enhancement of the students' reading comprehension taught by using Collaborative Strategic Reading (CSR). The researcher can imply that Collaborative Strategic Reading (CSR) in teaching reading is an effective strategy to improve students' reading comprehension and enhance students' motivation in teaching learning activities. It means that the use of Collaborative Strategic Reading (CSR) can be developed in the process of teaching and learning language. By the use of Collaborative Strategic Reading (CSR), the students are asked to apply the four reading strategies that are preview, clink and clunk, get the gist, and wrap up strategy collaboratively in comprehending the text to achieve their reading mastery goal which they cannot achieve individually.

Moreover, providing and selecting interesting reading material by having some characteristics such as; providing clues or picture that help the students to

predict what they will learn, having one main idea in a paragraph, and providing context that it helps the students to connect information are also necessary to support their comprehension when reading the text

C. Suggestion

After concluding the result of the study, the writer would like to give some suggestions to some parties, as follows:

1. The English Teachers
    a. The teachers should improve their creativity in teaching reading, for example by using interesting technique to attract the students' motivation, using aids to explain the material, various techniques in every meeting in order to make the students enjoy while teaching learning process happens.
    b. The English teachers can use Collaborative Strategic Reading (CSR) in teaching reading besides their technique to create variety of English teaching learning process in order that students are interested and are not bored in the teaching learning process.

2. The Students
    a. The students should be aware of the importance of reading to get some information they need. They should not judge reading as a boring activity.
    b. The students should be more active, not nervous, and not afraid of making mistakes during teaching learning process, especially in the reading class.
    c. They should more practice in reading English text, discussing with their friend if they have problems in reading the text, and enjoying the reading class.

3. Other Researchers
    a. Other researchers are expected to use this research finding as a foothold to conduct the next research on similar problems of reading comprehension through other teaching techniques.
    b. This thesis can be a reference for other researchers to conduct the next research if there are some weaknesses.