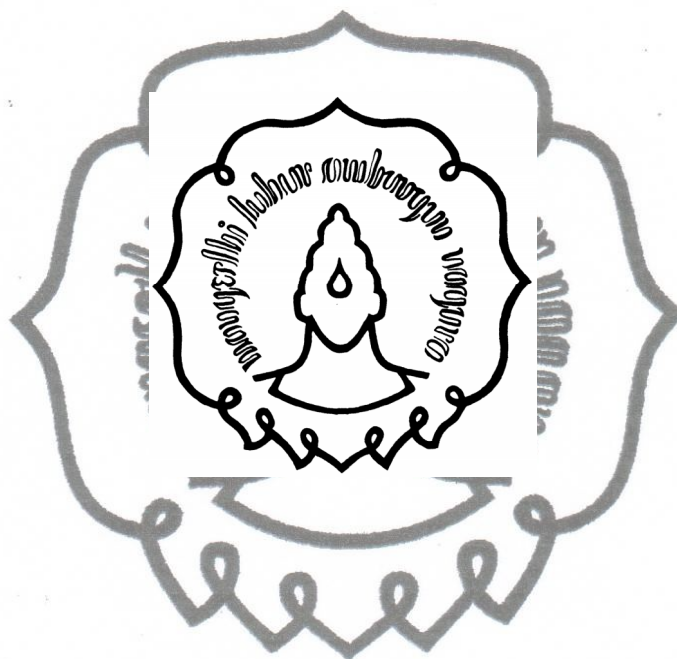


THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) TO TEACH READING

VIEWED FROM STUDENTS' SELF-ESTEEM

(An Experimental Study at the Eleventh Grade Students of SMA Muhammadiyah 1 Ponorogo in
the Academic Year of 2011/2012)

THESIS



BY :

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SURAKARTA

ABSTRACT

ANIK YULAIKA. S891008004. *"The Effectiveness of Collaborative Strategic Reading (CSR) compared with Direct Instruction Method to teach reading viewed from students' self-esteem (An Experimental Study at the Second Grade Students of SMA Muhammadiyah 1 Ponorogo in the Academic Year of 2011/2012)*. Thesis. Surakarta: English Education Department, Graduate School, Sebelas Maret University of Surakarta. 2012. The first consultant: Dr. Abdul Asib, M.Pd and the second consultant: Dr. Ngadiso, M.Pd.

This research is intended to know whether; (1) Collaborative Strategic Reading is more effective than Direct Instruction Method to teach reading; (2) Students who have high self-esteem have better reading skill than students who have low self-esteem; and (3) There is an interaction between teaching methods and students' self-esteem in teaching reading.

The research was carried out at SMA Muhammadiyah 1 Ponorogo in the 2011/2012 Academic Year. The population was the XI students of SMA Muhammadiyah 1 Ponorogo in the 2011/2012 Academic Year. It consists of eight classes (255 students). The research used cluster random sampling to get the sample. It consists of two classes: (1) 32 students of Science 1 Class, and (2) 32 students of Science 2 Class. The research was an experimental study. There are two instruments in the form of test for collecting data: (1) 40 items of self-esteem questionnaire and (2) 40 items of reading test. The two instruments were valid and reliable after both were tried out to the XII Science 2 Class. The data were the result of reading test and analyzed by multifactor analysis of variance 2×2 (ANOVA). Then, it was analyzed by using Tukey test.

Based on the result of inferential analysis of the data, this research comes to some findings: (1) Collaborative Strategic Reading is more effective than Direct Instruction Method for teaching reading to the second grade students of SMA Muhammadiyah 1 in the 2011/2012 academic year; (2) The students who have high self-esteem have better reading skill than the students who have low self-esteem of the second grade students of SMA Muhammadiyah 1 in the 2011/2012 academic year; and (3) There is an interaction between teaching methods and students' self-esteem in teaching reading to the second grade students of SMA Muhammadiyah 1 in the 2011/2012 academic year.

Based on the research findings, it can be concluded that: (1) Collaborative Strategic Reading is a very effective method for teaching reading to the second grade students of SMA Muhammadiyah 1 in the 2011/2012 academic year; and (2) The effectiveness of the method is influenced by the level of the students' self-esteem. Hopefully, the result of this research will be useful for teachers in order to choose and determine the suitable teaching method used in their class.

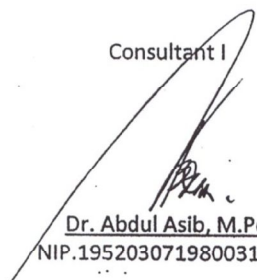
Key word: collaborative strategic reading, direct instruction method, self-esteem

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APPROVAL


This thesis has been approved by the consultants to be examined by the Board of Examiners of English Education Department of Graduate School of Sebelas Maret University, Surakarta.

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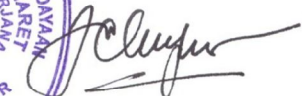

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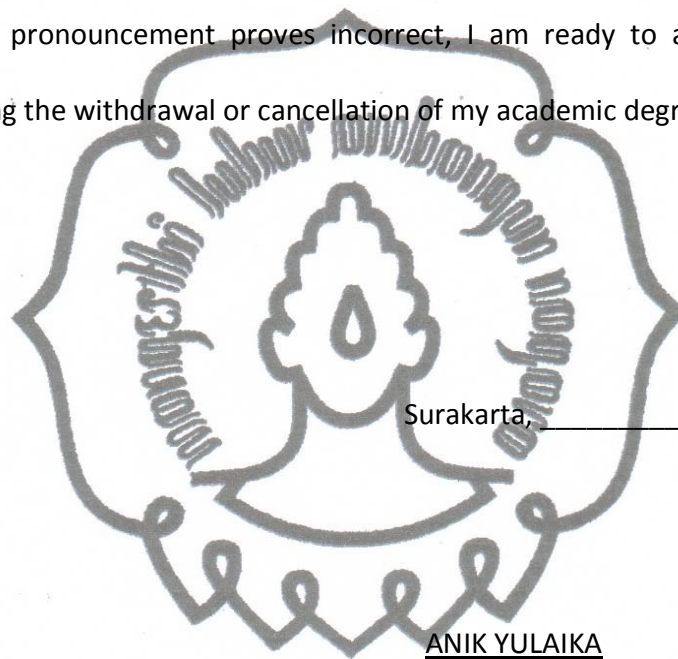
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PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled "*The Effectiveness of Collaborative Strategic Reading to Teach Reading Viewed from the Students' Self-Esteem*". It is not a plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on the references.

If, then, this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.



Surakarta,

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MOTTO

"Do the best"

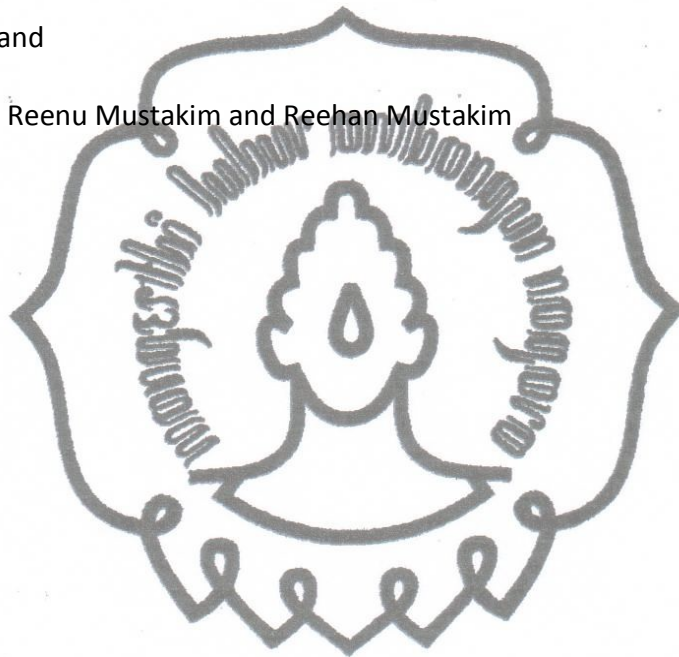


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DEDICATION

The researcher dedicates this thesis for her:

- ♥ parents
- ♥ mother-in-law
- ♥ beloved husband
- ♥ cute children, Reenu Mustakim and Reehan Mustakim



ACKNOWLEDGMENT

Alhamdulillah, praise be to Allah for the blessing to the writer so that she has been able to pass through all the problems during the completion of this thesis as a partial fulfillment of the requirements for getting the graduate degree of Education in English, as well as for the health, ability, and strength given to the writer so that she could pass the very challenging situation of the study.

The researcher is fully aware that this thesis cannot be finished without other people's help. Therefore, in this opportunity the writer would like to express her deepest gratitude and appreciation to:

1. The Director of Graduate School of Sebelas Maret University for giving his permission to write this thesis.
2. The Head of English Education Department Graduate School who has given his support and guidance for writing this thesis.
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4. Dr. Mulyani Spd. M.Hum, the headmaster of SMA Muhammadiyah 1 Ponorogo, for their kindness to allow the writer to conduct this study.
5. Her beloved husband, parents, mother-in-law, sister-in-law, brothers-in-law, relatives, friends and students by whom the researcher has been assisted, supported, and motivated over months to finish this thesis.
6. Her beloved children, Reenu Mustakim and Reehan Mustakim, who always empower her to finish her study.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the constructive suggestions are needed for the progress of the next study. May this thesis be useful to increase the quality of education.

Surakarta, _____

Anik Yulaika

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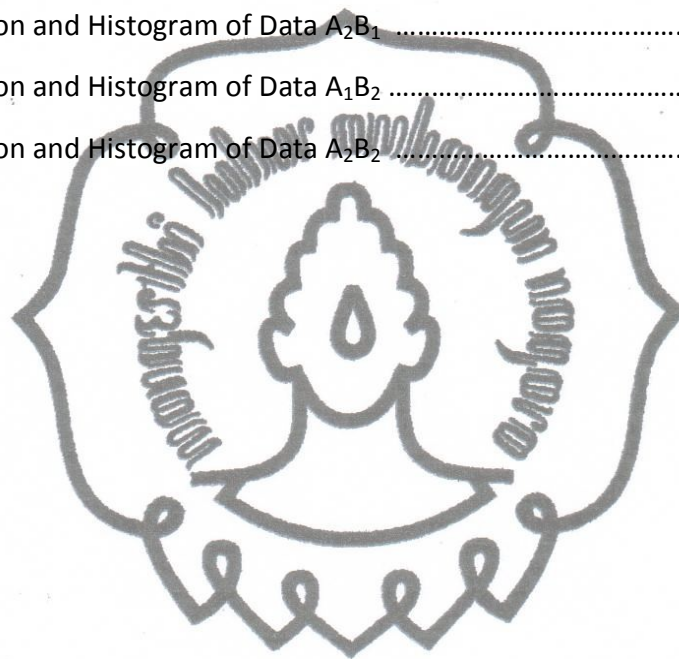
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a part of human being. It is not able to be separated from daily life because by using language people can express their idea, feeling, and willingness. Nowadays the ability to communicate in English is an important skill for Indonesian. In the last few years, communication among nations has rapidly increased automatically English becomes a basic tool to make relationship with other countries.

English has four language skills (listening, speaking, reading, and writing). Reading is the important skills which must be learned and mastered by everyone. By reading, one can relax, interact with feelings and thoughts, obtain information and improve the science knowledge. Although it is said that reading is the important language skill, but particularly in cases students are reluctant to read English. In fact they read English but they do not particularly pay attention to difficult words and structures but just skip over expressions. They cannot understand or they are afraid to grapple with.

There are so many different reasons for reading and that we read in different ways for different purposes (Nuttall, 2000: 2). These different purposes are generalized into the following two main categories; we read for pleasure and for information in order to find out something or in order to do something with the information (Grettel, 2001: 4). Specifically, they are to get information, to respond to curiosity about a topic, to follow instructions to perform a task, for pleasure, amusement, and personal enjoyment, to keep in touch with friends and colleagues, to know what is happening in the world, and to find out when things are (Hedge, 2000: 195)

At Senior High School Muhammadiyah 1 Ponorogo, English is taught 4 credit-hours a week with allocation 45 minutes each. Based on students' English classroom observation, the students in majority found that they are difficult to understand the texts given by the teacher although they have learned English since Junior High Schools.

Factually the ability to read is very important in supporting students' daily life and to make their life better. Reading is important for the students because the success of their study depends on their ability to read. If their reading skill is poor, they are likely

to fail in their study or at least it will be difficult to progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

The way of reading which usually can be done by the student is to read from the first page to last pages. If it is necessary they did it several times. Reading with such strategy is not appropriate and make the students do not progress in their learning. The sample effect is they can pass the exam, but they tend to gain unsatisfying achievement. Because of that reason, the researcher should use another more effective reading strategies, it is Collaborative Strategic Reading (CSR) The purpose of this research was to identify the methods used and describe how the method is used by the teacher in teaching reading in order to make the students active, interested in the topic, and develop the topic discussed.

Collaborative Strategic Reading (CSR) is one of collaborative approaches in teaching English. In this approach students are taught reading comprehension strategies while working collaboratively (Muijs & Reynolds 2008:322). Students used this strategy to preview a text before they read it to distinguish between what they do and do not understand as they read and to review after they have read (Klinger & Vaughn, 1998 in Kinberg, 2007: 146). It combines instruction in comprehension strategies and study skills with collaborative peer practice. Students learn four strategies through (a) Preview (i.e. previewing and predicting) (b) Click and Clunk (i.e. monitoring for understanding and vocabulary knowledge), (c) Get the Gist (i.e. understanding the main idea), (d) Wrap Up (i.e. self-questioning for understanding.) The goal of Collaborative Strategic Reading was to help students learn to monitor their own comprehension (Klinger & Vaughn, 1998 in Kinberg, 2007: 146). The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement (Vaughn, S & Klinger, J. K, 2011).

Many teachers still use Direct Instruction method to teach reading. Duran, et al. (2003: 3) state that Direct instruction is a method by which students are taught face to face in small or large group utilizing systematic and explicit instruction. In this method, the activity is teacher-centered and the students have lack of opportunities to express their own idea in the class. They just become the followers and depend on the teacher during learning process. Usually, the teacher asks the students to read the text, asks the difficult words, and then asks the students to translate the text.

The other thing that can influence the student's reading skill comes from other factor besides the teaching method. It is the students's self-esteem. Watts (2004: 8) states that self-esteem is how we think and feel about ourselves. It refers to how we think about the way we look, our abilities, our relationships with others, and our hopes for the future. Self-esteem is the confidence we have on ourselves. (Centeno. Kat, 2010) In a learning environment, it provides a platform for a learner to develop the skills to achieve success in life. A high self-esteem in children will carry them through as they grow up. Children with such characteristic are confident, positive, independent and happy. When they feel good about themselves, learning new skills is easy and harmonious. This characteristic is not taught. Rather, it is built up through school activities that will help nurture it. Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem.

Self-esteem plays the important role in reading skill. Students with high self-esteem are likely less to feel embarrassed or afraid when they read text. Meanwhile students with low self-esteem tend to be afraid doing it.

Based on the background of the above problems, the researcher intends to conduct a research on "The Effectiveness of Collaborative Strategic Reading (CSR) compared with Direct Instruction Method to teach reading viewed from students' self-esteem (An Experimental Study at the Second Grade Students of SMA Muhammadiyah 1 Ponorogo in the Academic Year of 2011/2012).

B. Problem Identification

Based on the background of the study, there are many problems that may arise, such as:

1. Why do the students have low reading skill?
2. What factors cause low reading skill?
3. How can students of Senior High School improve their reading skill so that they can understand text in English exactly?
4. Why do the students have difficulty in reading?
5. Why do the students have difficulty to understand text, so that they never get the accurate information from the passage they learn?

6. Do the students need self-esteem in reading?
7. Is CSR method effective to teach reading?
8. Does the students' self-esteem influence their reading skill?

C. Problem Limitation

The problems identification stated above indicates that the topic is so complex. It is nearly possible for the researcher to handle of the problems that have been identified; therefore, the researcher only limited the problems of the research which were supposed to influence the students' reading skill, namely: the methods used by the teacher (CSR method and DIM) and the student's self-esteem (high self-esteem and low self-esteem). But the researcher focuses on the effectiveness of CSR method to improve the students' reading skills due to the fact that the result of the students' reading achievement was unsatisfactory.

D. Problem Statement

Related to this study discussing about the effectiveness of CSR in teaching of reading viewed from students' self-esteem of the eleventh grade students at SMA Muhammadiyah 1 Ponorogo, the researcher would like to present the statements of the problem, namely:

1. Is Collaborative Strategic Reading (CSR) more effective than Direct Instruction Method to teach reading to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in academic year of 2011/2012?
2. Do the students who have high self-esteem have better reading skill than those who have low self-esteem to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year?
3. Is there any interaction between the teaching methods and the self-esteem in teaching reading to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2011/2012?

E. Objectives of the Research

The objectives of the research are to find out:

1. Whether Collaborative Strategic Reading (CSR) is more effective than Direct Instruction Method to teach reading to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year.
2. Whether the students who have high self-esteem have better reading skill than those who have low self-esteem to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year.
3. Whether there is the interaction between teaching methods and students' self-esteem in teaching reading to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year.

F. Benefits of the Study

This research will be useful;

a. For Students

The results could be useful for students as follows:

- 1) increasing students' understanding about the reading process by using Collaborative Strategic Reading (CSR) or Direct Instruction Method
- 2) Since the Collaborative Strategic Reading (CSR) is interesting, the students will be motivated in joining the class. Therefore, CSR enables to enhance their reading skill;

b. For Teachers.

The results could be useful for teachers as follows:

- 1) It can be reference to enhance the teaching of reading;
- 2) It can be a means to help students understand the reading materials by using CSR method and Direct Instruction Method;

c. For the other researcher.

It can be reference to do the next research in order to find other teaching reading methods.

CHAPTER III

RESEACH METODOLOGY

A. Research Method

Research method that is used by the researcher in this study is experimental research method. Smith in Cohen, Manion, and Morrison (2007: 272) claims the high ground for the experimental approach, arguing that it is the only method that directly concerns itself with causality; this, clearly is contestable. Ary, Jacobs, and Razavieh (2007: 337) state that experimental research is usually regarded as the most sophisticated research method to test the hypothesis. This method starts with a question about the relationship between two variables or more.

Cohen, Manion, and Morrison (2007: 272) state that an experiment involves making a change in the value of one variable – called the independent variable- and observing the effect of that change on another variable – called the dependent variable.

In this experimental study, researcher looks at the effect of at least one independent variable on one or more dependent variables. The independent variable in experimental study is known as experimental variable or treatment variable and the dependent variable, also known as the criterion or outcome variable refers to the results or outcomes of the study. In this kind of study, researcher manipulated the independent variable. Independent variables frequently manipulated in educational research include methods of instruction, types of assignment, learning materials. Meanwhile, dependent variables frequently studied include achievement and self-esteem in a subject.

Related to this study, the experimental research had been chosen because the aim of this study is dealt with revealing the effect of teaching methods and self-esteem as independent variable toward reading of the students at the Second Grade Students of SMA Muhammadiyah 1 Ponorogo. This experimental study involves three kinds of variables. The first variable is independent variable. This independent variable is also recognized as experimental or treatment variable. The independent variable of this study is the teaching methods. The teaching methods are the factors of this study which are manipulated, or selected to determine their relationship with the observed phenomenon. The teaching methods used in this study are Collaborative Strategic

Reading and Direct Instruction Method. These two methods will be treated differently for groups of students. The group that receives Collaborative Strategic Reading (CSR) functions as experimental group, on the other hand, the group which receives Direct Instruction Method is placed as control group. This comparison group is very important in the experimental research because it serves the purpose of determining whether the treatment has had an effect one treatment is more effective than another. The function of Direct Instruction Method group as the comparison group is to determine whether Collaborative Strategic Reading (CSR) works better when it is applied to the second grade students related to their self-esteem. The second variable in this study is dependent variable. It is the factor which is observed and measured to determine the effect of the independent variable. The dependent variable in this study is reading of the second grade students. The third variable is a kind of variable that will be given different name based on the point of view. Self-esteem, as the third variable can be moderator variable. Moderator variable is defined by Tuckman (1978: 63) as the factor which is measured, manipulated, or selected by the experimenter to discover whether it modifies the relationship of the independent variable to an observed phenomenon. This variable is also assumed as secondary independent variable that is selected to determine if it affects the relationship between the primary independent variable and dependent variable.

B. Experimental Design

Experimental study was chosen in conducting this research. According to Goddard and Melville (2007: 8) experimental research is primarily concerned with cause and effect. Researchers identified the variables of self-esteem, and tried to determine if changes in one variable (called the independent variable, or cause) result in changes in another (called the dependent variable, or effect). The purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and control class as comparison.

The most appropriate experimental design of this research is a simple factorial design 2 x 2. This research design allows a researcher to study the interaction of an

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independent variable with one or more variables. The simple factorial design is illustrated in table 2 as follows:

Table 2. Simple Factorial Design 2 X 2.

Main Effect Simple Effect	Collaborative Strategic Reading (Group A ₁)	Direct Instruction Method (Group A ₂)
High Self-Esteem (B ₁)	Students having high self-esteem taught using CSR (Group A ₁ B ₁)	Students having high self-esteem taught using DIM (Group A ₂ B ₁)
Low Self-Esteem (B ₂)	Students having low self-esteem taught using CSR (Group A ₁ B ₂)	Students having low self-esteem taught using DIM (Group A ₂ B ₂)

The picture shows that (1) by comparing the observations under treatment variable, CSR (A₁), to observation under DIM (A₂), it is possible to contrast the effectiveness of those methods to teach reading comprehension for the eleventh grade students viewed from their self-esteem to learn; (2) by comparing the observations under treatment variable, high self-esteem (B₁), to observation under low self-esteem (B₂), it is possible to contrast the high self-esteem have better reading than the low self-esteem; (3) by comparing the individual cell effects, group A₁B₁ versus A₂B₁, group A₁B₂ versus A₂B₂, it is possible to identify the interaction of teaching methods and students' self-esteem that might exist.

C. Time and Place of the Study

This study was carried out at the third semester of senior high school Muhammadiyah 1 Ponorogo. This study took place on XI science program. This research was conducted from October until December 2011.

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D. Population, Sample and Sampling.

1. Population of the Study

A Population is a set of items or individuals each of which can be assigned values of one or more characteristics (Jobson, 1999: 12). The population is all data that concerns us in a scope and time that we specify (Margono, 2005: 118). Dealing with those definitions of population, it can be said that the population of this study is the students of the eleventh grade at SMA Muhammdiyah 1 Ponorogo in the academic year of 2011/2012. The total numbers of the population are 255 students divided into 8 classes.

2. Sample of the Study.

The sample is a subset of the population and is chosen in such a way that the degree of uncertainty in the sample values are known (Jobson, 1999: 12). A sample is only a part of the whole population (Freedman, et al., 1980: 301 in Cohen, Manion, Morrison).

The number of sample, therefore, can be decided from the number of population involved in the study. The huge number of population requires a specific number. On the other hand, when the population is not too large, population can be involved as sample. The sample of this study is the eleventh grade students. There are 2 available programs for the students at SMA Muhammadiyah 1 Ponorogo, science and social program. Science program consists of 4 classes with 131 students and social program consists of 4 classes with 124 students. The researcher took two classes from science program, IX IA1 and IX IA2 as a sample of this research. Each class consists of 32 students so the total number of the sample is 64 students.

3. Sampling of the Study

Sampling is a way to determine the number of samples in accordance with the size of the sample to be used as a source of actual data, taking into account the nature and distribution of population in order to obtain a representative sample (Margono, 2005: 125). So, sampling is a way to take sample from population.

Wiersma (2001: 279) states that cluster random sampling is a procedure of selection in which the unit of selection, called the cluster, contains two or more population members. By using cluster random sampling, the researcher only takes two

classes: XI IA1 and XI IA2. To determine experimental class and control class from the two classes, the technique used is random sampling. They were taught by using Collaborative Strategic Reading (for experiment class) and Direct Instruction Method (for control class). There are 64 students where 32 students are from experimental class and 32 students are from control class.

E. Technique for Collecting Data

There are two kinds of techniques used to collect the research data. They are test and questionnaire. Test is used to collect data of students' reading competence and questionnaire is used to collect data of students' self-esteem.

In order to know the level of students' self-esteem, the students were given self-esteem questionnaire. The questionnaire consists of statement lists and four responses which should be chosen by the students. The four responses consist of (strongly agree, agree, disagree and strongly disagree). For positive statement, the score is from 4 to 1, while for negative statement, the score is from 1 to 4. Furthermore, to know the students' reading competence, the students were given reading test with five options (a, b, c, d, and e). The items of students' self-esteem questionnaire and reading test were made and arranged based on the indicators at the blue print which were formulated based on the construct.

The items of both self-esteem questionnaire and reading test were tried out first, in order to know the validity and reliability. The valid and reliable items were used to get the data. Try out of instrument was conducted in another class at the same school, at SMA Muhammadiyah 1 Ponorogo . The instrument was tried out to 32 students. There are some steps that have to be taken before instruments are ready to use.

To examine the validity of the students' self-esteem questionnaire, the formula used is as follows:

$$r_{it} = \frac{\sum x_i x_t}{\sqrt{(\sum x_i^2)(\sum x_t^2)}}$$

Where:

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r_{it} = Coefficient of validity

$$\sum x_i x_t = \text{Total of items variance}$$

$$\sum x_i^2 = \text{Total variance of item}$$

$$\sum x_t^2 = \text{Total variance}$$

The result of r_{it} is then compared with r table of Product Moment at the level of significance $\alpha = 0.05$. The item is valid if $r_0 > r_t$, or if r_0 is higher than r_t .

The valid items of questionnaire are 43 at the level of significance r_0 is higher than r_t (0.339).

Furthermore, to know the reliability of the students' self-esteem questionnaire, the formula used is as follows:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum s_{i_i}^2}{s_{t_i}^2} \right)$$

Where:

r_{kk} = Coefficient of reliability

k = Total of valid items

$\sum s_i^2$ = Total variance of all items

$\sum s_t^2$ = Total variance

The result of r_0 is then compared with r table of Product Moment at the level of significance $\alpha = 0.05$. The instrument is reliable if $r_0 > r_t$, or r_0 is higher than r_t .

The reliable items of questionnaire are 43 at the level of significance r_0 is higher than r_t (0.339).

Meanwhile, to be able to examine the validity of reading test, the formula used is as follows:

$$r_0 = \frac{\overline{X_i} - \overline{X_t}}{s_t} \sqrt{\frac{p_i}{q_i}}$$

Where:

r_0 = Coefficient of validity

$\overline{X_i}$ = Mean score of correct answer

$\overline{X_t}$ = Mean of total score

p_i = The proportion of correct answer

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q_i = The proportion of incorrect answer

s_t = Standard deviation of total score

The result of r_0 is then compared with r table of Product Moment at the level of significance $\alpha = 0.05$. The item is valid if $r_0 > r_t$, or if r_0 is higher than r_t .

The valid items of reading test are 42 at the level of significance r_0 is higher than r_t (0.339).

Then, to know the reliability of reading test, the formula used is as follows:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s_t^2} \right)$$

Where:

r_{kk} = Coefficient of reliability

k = Total of valid items

$\sum pq$ = Sums of all item variance

s_t^2 = Total variance

The result of r_0 is then compared with r table of Product Moment at the level of significance $\alpha = 0.05$. The instrument is reliable is $r_0 > r_t$, or if r_0 is higher than r_t .

The reliable items of reading test are 42 at the level of significance r_0 is higher than r_t (0.339).

After to be tried out there are 43 valid and reliable items at the coefficient of reliability $r_{kk} = 0.93$ for self-esteem questionnaire and there are 42 valid and reliable items at the coefficient of reliability $r_{kk} = 0.92$ for reading test.

F. Technique for Analyzing Data

Technique for analyzing data relates to the experimental design used. When using factorial design, as the researcher did, that included an independent variable, moderator variable, and dependent variable, the size of the analysis of variance is equal to the number of independent and moderator variables. The term *variable* in this sense is the same as *factor*. One statistical device that is appropriate for factorial design is analysis of variance (ANOVA). In ANOVA it is possible to put more than one independent variables into a single study. As noted before, moderator variable is

included into independent variable. Dealing with this study, the researcher uses two independent variables, the teaching methods and students' self-esteem which is divided into two levels; high and low levels. Because there are two independent variables, ANOVA would be called as 2x2 ANOVA.

In counting 2x2 ANOVA, there are some steps. These steps have to be done orderly. Here are the steps of 2x2 ANOVA:

	Collaborative Strategic Reading	Direct Instruction Method	
High Self-esteem	Group 1 $\sum X$ \bar{X}	Group 3 $\sum X$ \bar{X}	$\sum X_{r1}$ \bar{X}_{r1}
Low Self-esteem	Group 2 $\sum X$ \bar{X}	Group 4 $\sum X$ \bar{X}	$\sum X_{r2}$ \bar{X}_{r2}
Total			$\sum X$ \bar{X}
	$\sum X_{c1}$ \bar{X}_{c1}	$\sum X_{c2}$ \bar{X}_{c2}	

Picture : The points on ANOVA

- a. The total sum of squares:

$$\sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N} =$$

- b. The sum of squares between gorups

$$\sum x_t^2 = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} - \frac{(\sum X_4)^2}{n_4}$$

- c. The sum of squares within groups:

$$\sum x_w^2 = \sum x_t^2 - \sum x_b^2$$

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d. The between-columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{c1})^2}{n_{c1}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N}$$

e. The between-rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N}$$

f. The number of degrees of freedom associated with each source of variation

df for between-columns sum of squares : C-1

df for between-rows sum of squares : R-1

df for interaction : (C-1) (R-1)

df for between-groups sum of squares: G-1

df for within-groups sum of squares : $\sum (n-1)$

df for total sum of squares: N-1

Where

df is the degree of freedom

R is the number of rows

G is the number of groups

n is the number of subjects on one group

N is the number of subjects in all groups

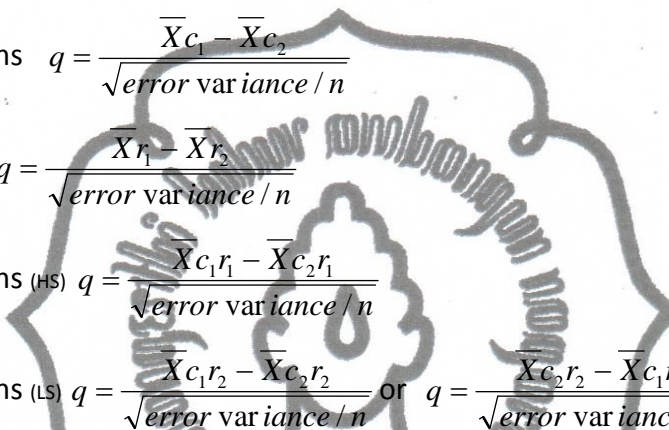
Here is the table for summarizing 2X2 ANOVA :

Source of Variance	SS	df	MS	Fo	Ft(.05)	Ft(.01)
Between columns (Method of Teaching)						
Between rows (Level of Ability)						
Columns by rows (Interaction)						
Between groups						
Within groups						
Total						

Picture: The summary for 2x2 Factorial Design ANOVA

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To find which means are significantly different from one another, there is Tukey's test. Tukey's test, named after John Tukey, is a statistical test generally used in conjunction with an ANOVA. It compares all possible pairs of means, and is based on a *studentized range* distribution q (this distribution is similar to the distribution of t from the t -test). The test is also known as Tukey's HSD (Honestly Significant Difference) test. The test compares the means of every treatment to the means of every other treatment, and identifies where would be expected to allow. The formula for this test is as follows:

- 
- a. Between columns $q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{error variance} / n}}$
 - b. Between rows $q = \frac{\bar{X}_{r_1} - \bar{X}_{r_2}}{\sqrt{\text{error variance} / n}}$
 - c. Between columns (HS) $q = \frac{\bar{X}_{c_1 r_1} - \bar{X}_{c_2 r_1}}{\sqrt{\text{error variance} / n}}$
 - d. Between columns (LS) $q = \frac{\bar{X}_{c_1 r_2} - \bar{X}_{c_2 r_2}}{\sqrt{\text{error variance} / n}}$ or $q = \frac{\bar{X}_{c_2 r_2} - \bar{X}_{c_1 r_2}}{\sqrt{\text{error variance} / n}}$

G. Statistical Hypotheses

In this study the researcher proposes three hypotheses. These hypotheses are based on the formulation of the problems as presented in the previous chapter and will be illustrated through null hypotheses.

1. Collaborative Strategic Reading (A_1) is better than the Direct Instruction Method (A_2) to teach reading to the second grade students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2011/2012

$$H_0 : \mu A_1 = \mu A_2$$

It means that there is no different between A_1 and A_2 (between Collaborative Strategic Reading and Direct Instruction Method).

$$H_1 : \mu A_1 > \mu A_2$$

It means that there is different between A_1 and A_2 (between Collaborative Strategic Reading and Direct Instruction Method).

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2. The students who have high self-esteem have better reading skill than those who have low self-esteem to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year?

$$H_0 : \mu B_1 = \mu B_2$$

It means that there is no different between B_1 and B_2 (between High Self-Esteem and Low Self-Esteem).

$$H_1 : \mu B_1 > \mu B_2$$

It means that there is different between B_1 and B_2 (between High Self-Esteem and Low Self-Esteem)

3. There is an interaction between the mothods used (Collaborative Strategic Reading and Direct Instruction Method) (A) and student's self-esteem (B) to teach reading to the second grade students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2011/2012

$$H_0 : A \times B = 0$$

It means that there is no interaction between A and B (between Teaching Methods and Self-Esteem)

$$H_1 : A \times B > 0$$

It means that there is interaction between A and B (between Teaching Methods and Self-Esteem)

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the result of the study. The result is divided into four discussions as follows: the data description, normality and homogeneity test, hypothesis test, and the discussion of the result of study.

A. Data Description

The data presented are the result of the reading test. It includes the frequency distribution followed by histogram and polygon, the mean, mode, median, and standard deviation. The descriptions of the data are based on the groups analyzed which are divided into 8 groups.

1. The data of reading test of the students or the group who are taught by using Collaborative Strategic Reading (CSR) (A_1)
2. The data of reading test of the students or the group who are taught by using Direct Instruction Method (A_2)
3. The data of reading test of the students or groups who have high self-esteem (B_1)
4. The data of reading test of the students or groups who have low self-esteem (B_2)
5. The data of reading test of the students or the group having high self-esteem who are taught by using Collaborative Strategic Reading (CSR) (A_1B_1)
6. The data of reading test of the students or the group having high self-esteem who are taught by using Direct Instruction Method (A_2B_1)
7. The data of reading test of the students or the group having low self-esteem who are taught by using Collaborative Strategic Reading (CSR) (A_1B_2)
8. The data of reading test of the students or the group having low self-esteem who are taught by using Direct Instruction Method (A_2B_2)

The data of each group are described as follows:

1. The data of reading test of the students or the group who are taught by using Collaborative Strategic Reading (CSR) (A_1)

Descriptive analysis of the data of A_1 shows that the scores are 40 up to 78. The mean is 61.33 the mode is 43.58, the median is 55.50, and the standard deviation is 13.09. Histogram and Polygon are presented in figure 2.

Table 3. Frequency Distribution of A_1

Class Limits	f_i	X_i	$f_i X_i$
40-46	7	43	301
47-53	2	50	100
54-60	5	57	285
61-67	4	64	256
68-74	7	71	497
75-81	7	78	546
	32		1985

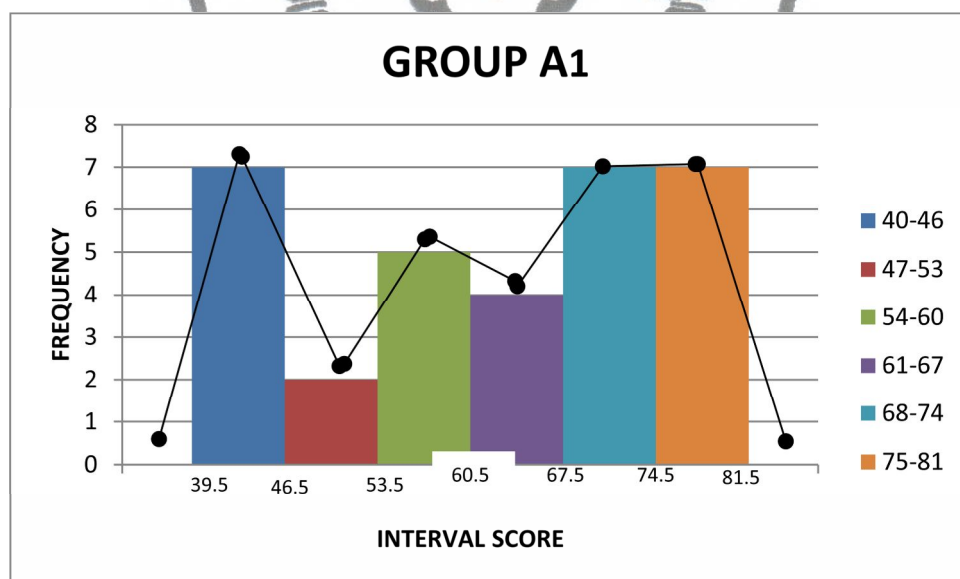


Figure 2. Histogram and Polygon Data A_1

2. The data of reading test of the students or the group who are taught by using Direct Instruction Method (A_2)

Descriptive analysis of the data of (A_2) shows that the score is 40 up to 73. The mean is 55.47, the mode is 59.21, the median is 56.00, and the standard deviation is 9.20. Histogram is presented in figure 3

Table 4. Frequency Distribution of A2

Class Limits	f_i	X_i	$f_i X_i$
40-45	5	42.5	212.5
46-51	7	48.5	339.5
52-57	6	54.5	327
58-63	8	60.5	484
64-69	3	66.5	199.5
70-75	3	72.5	217.5
	32		1780

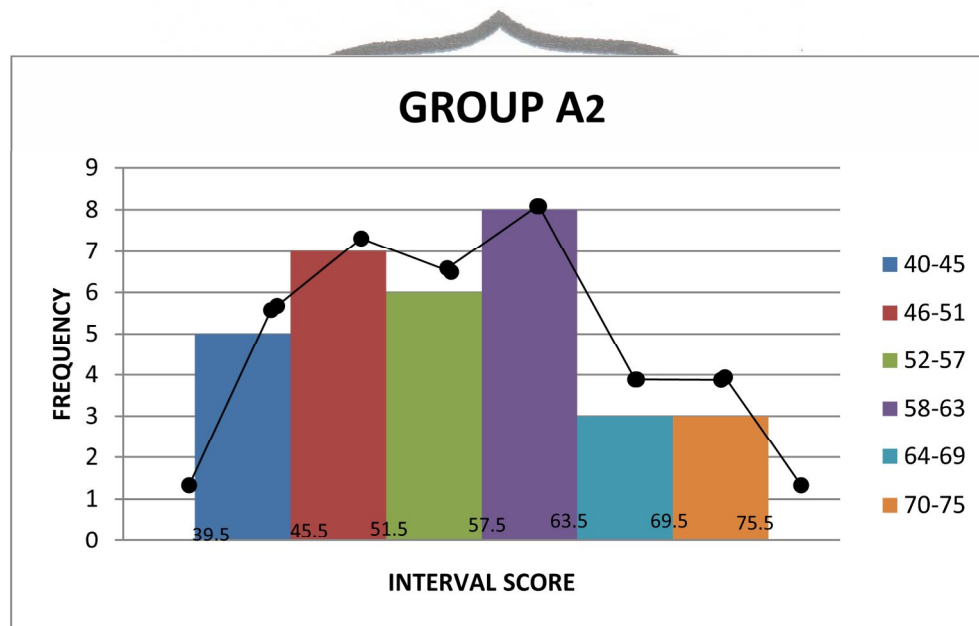


Figure 3. Histogram and Polygon Data A2

3. The data of reading test of the students or groups who have high self-esteem (B_1)

Descriptive analysis of the data of (B_1) shows that the score is 40 up to 78. The mean is 61.02, the mode is 49.30, the median is 60.50, and the standard deviation is 13.04. Histogram and Polygon are presented in figure 4

Table 5. Frequency Distribution of B1

Class Limits	f_i	X_i	$f_i X_i$
40-46	5	43	215
47-53	7	50	350
54-60	4	57	228
61-67	2	64	128
68-74	7	71	497
75-81	7	78	546
	32		1964

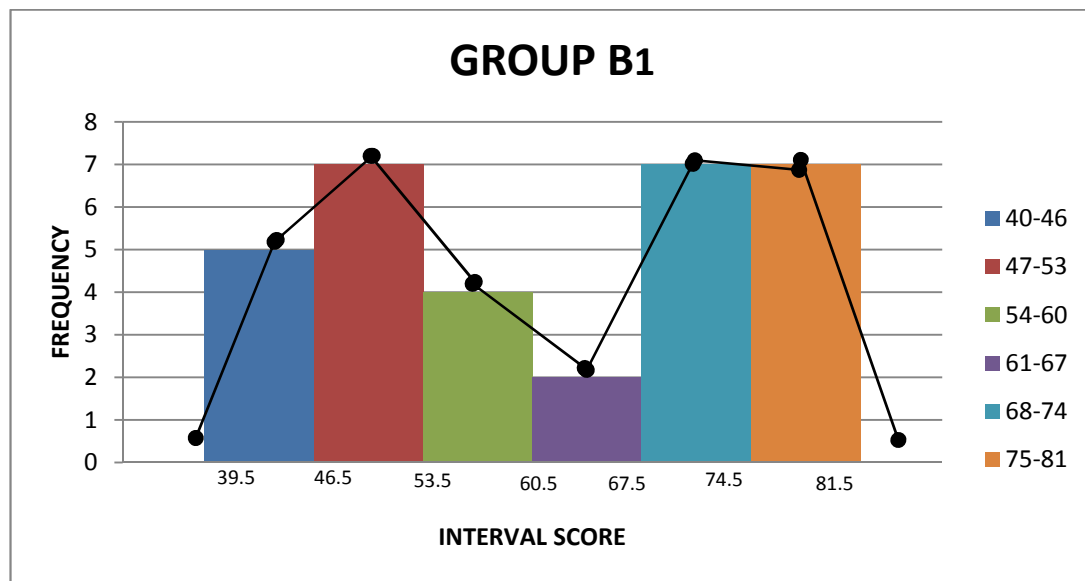


Figure 4. Histogram and Polygon Data B₁

4. The data of reading test of the students or groups who have low self-esteem (B₂).

Descriptive analysis of the data of (B₂) shows that the score is 40 up to 73. The mean is 55.80, the mode is 59.75, the median is 57.50, and the standard deviation is 9.20. Histogram and Polygon are presented in figure 5.

Table 6. Frequency Distribution of B₂

Class Limits	f_i	X_i	$f_i X_i$
40-45	7	42.5	297.5
46-51	3	48.5	145.5
52-57	6	54.5	327
58-63	9	60.5	544.5
64-69	4	66.5	266
70-75	3	72.5	217.5
	32		1798

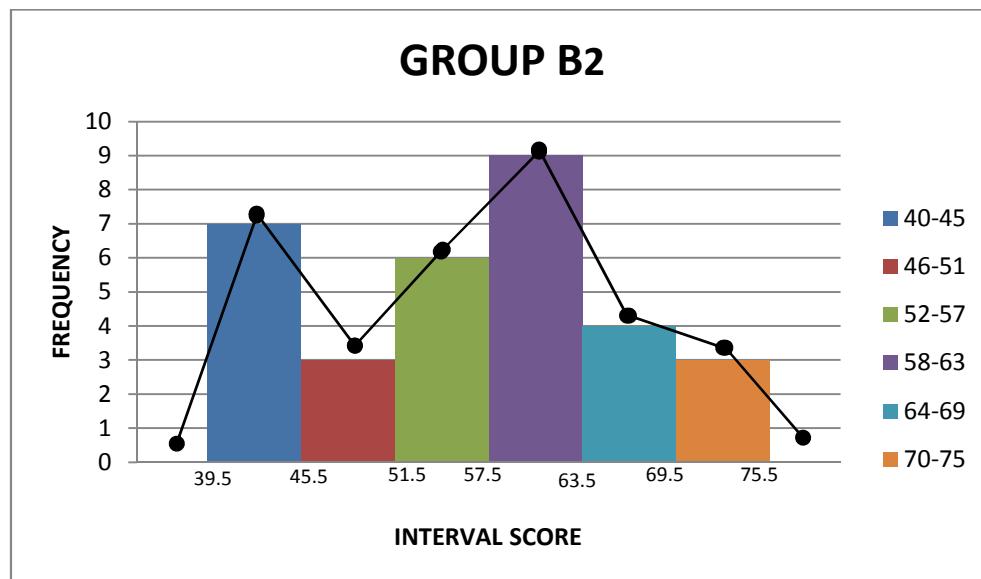


Figure 5. Histogram and Polygon Data B_2

5. The data of reading test of the students or the group having high self-esteem who are taught by using Collaborative Strategic Reading (CSR) (A_1B_1)

Descriptive analysis of the data of (A_1B_1) shows that the scores are 60 up 78. The mean is 71.56, the mode is 73.50, the median is 72.83, and the standard deviation is 5.03. Histogram and Polygon are presented in figure 6.

Table 7. Frequency Distribution of A_1B_1

Class Limits	f_i	X_i	$f_i X_i$
60-63	2	61.5	123
64-67	0	65.6	0
68-71	4	69.5	278
72-75	6	73.5	441
76-79	4	77.5	310
	16		1152

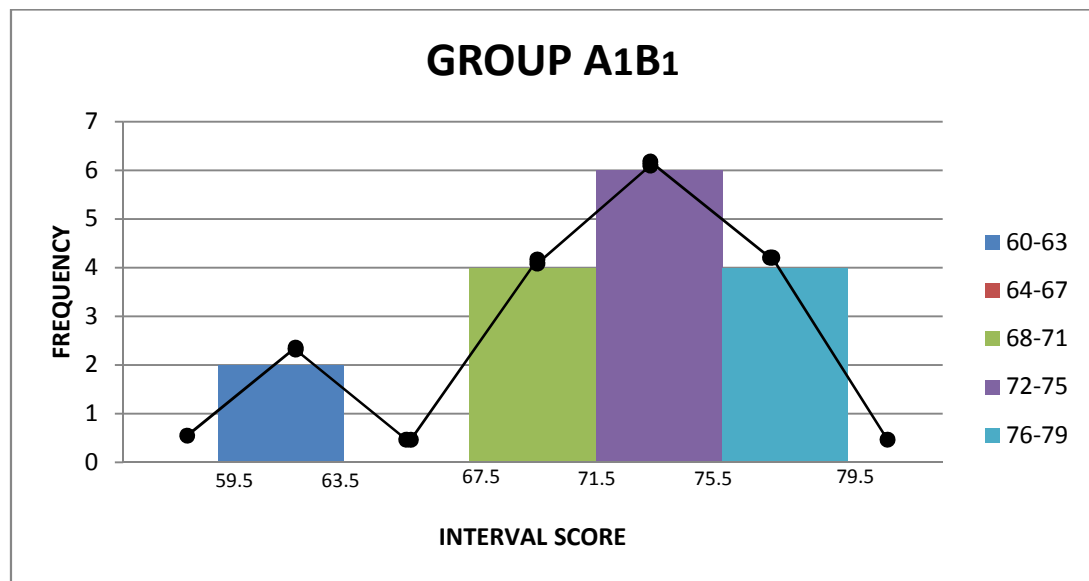


Figure 6. Histogram and Polygon Data A₁B₁

6. The data of reading test of the students or the group having high self-esteem who are taught by using Direct Instruction Method (A₂B₁)

Descriptive analysis of the data of (A₂B₁) shows that the score is 40.00 up to 63.00. The mean is 50.47, the mode is 47.80, the median is 49.50, and the standard deviation is 7.35. Histogram and Polygon are presented in figure 7

Table 8. Frequency Distribution of A₂B₁

Class Limits	f_i	X_i	$f_i X_i$
40-44	3	42	126
45-49	5	47	235
50-54	4	52	208
55-59	0	57	0
60-64	4	62	248
	16		817

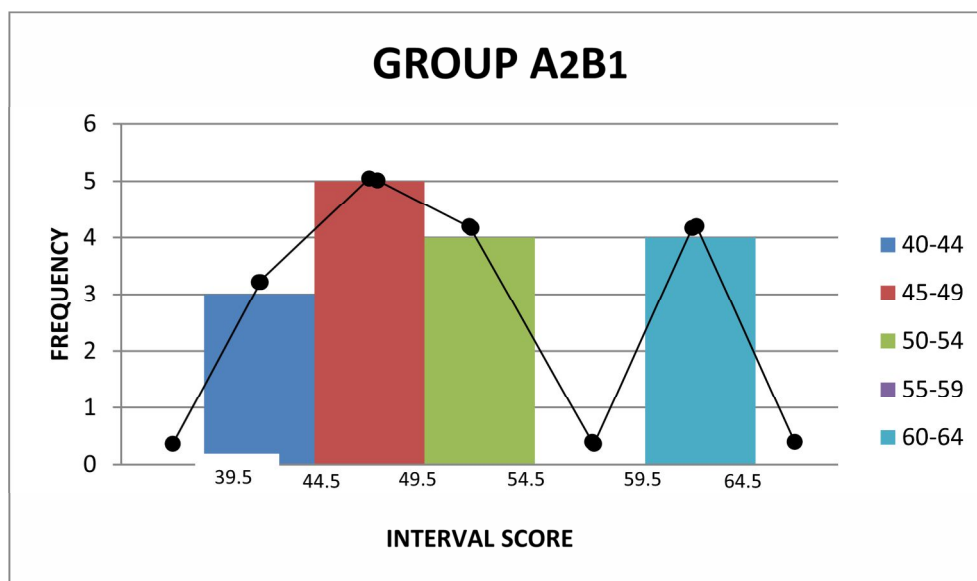


Figure 7. Histogram and Polygon A2B1

7. The data of reading test of the students or the group having low self-esteem who are taught by using Collaborative Strategic Reading (CSR) (A_1B_2)

Descriptive analysis of the data of (A_1B_2) shows that the score is 40 up to 63. The mean is 51.09, the mode is 42.50, the median is 46.17, and the standard deviation is 8.92. Histogram and Polygon are presented in figure 8.

Table 9. Frequency Distribution of A_1B_2

Class Limits	f_i	X_i	$f_i X_i$
40-44	6	42	252
45-49	2	47	94
50-54	1	52	52
55-59	2	57	114
60-64	5	62	310
	16		822

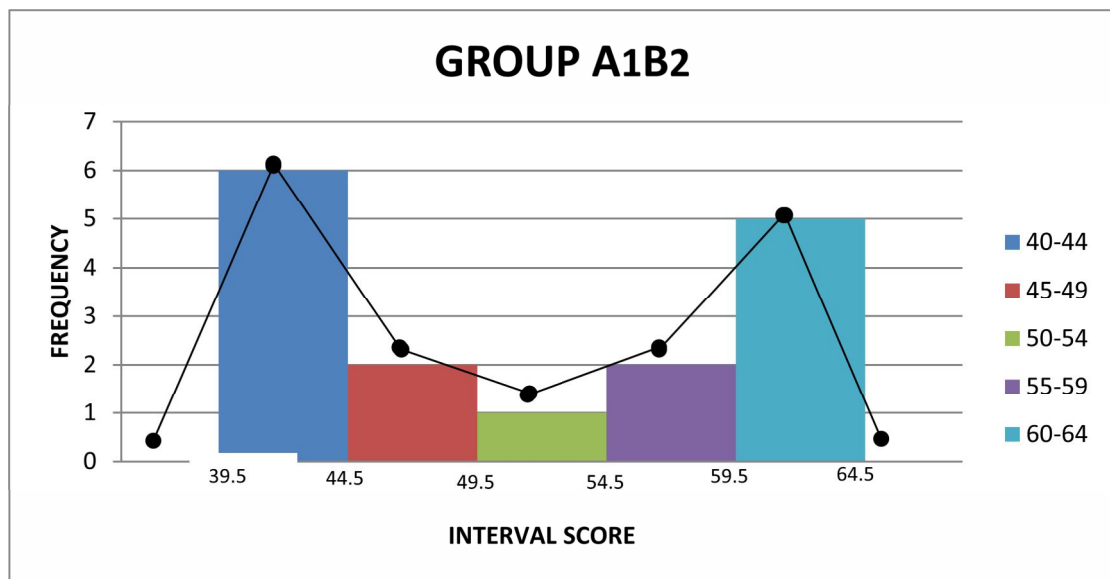


Figure 8. Histogram and Polygon Data A₁B₂

8. The data of reading test of the students or the group having low self-esteem who are taught by using Direct Instruction Method(A₂B₂)

Descriptive analysis of the data of (A₂B₂) shows that the score is 50 up to 73. The mean is 60.47, the mode is 53.50, the median is 59.50, and the standard deviation is 7.50. Histogram and Polygon are presented in figure 9.

Table 10. Frequency Distribution of A₂B₂

Class Limits	f_i	X_i	$f_i X_i$
50-54	4	52	208
55-59	3	57	171
60-64	3	62	186
65-69	3	67	201
70-74	3	72	216
	16		982

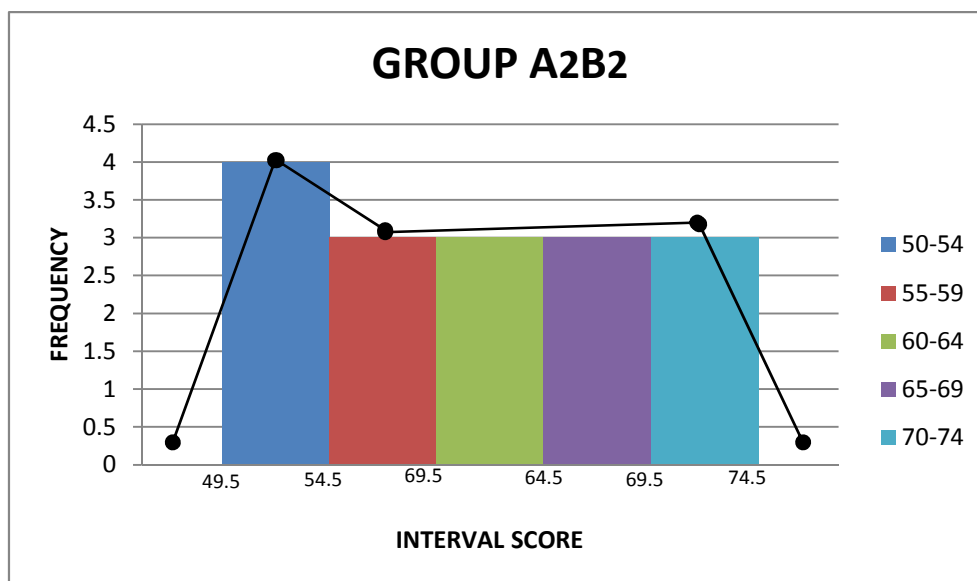


Figure 9. Histogram and Polygon Data A₂B₂

B. Normality and Homogeneity Test

Before analyzing the data for testing hypothesis, analyzing the normality and homogeneity test must be done. The normality test is to know the sample is in normal distribution and the homogeneity test is to know the data are homogenous. Each test is presented in the following section.

1. Normality Test

The sample is on normal distribution if L_o (L obtained) is lower the L_t (L table) at the level of significance $\alpha = 0.05$. L stands for Lilliefors.

Table 11. Normality Test

No	Data	The number of Sample	L obtained (L_o)	L Table (L_t)	Alfa (α)	Distribution of Sample
1	A ₁	32	0.1168	0.157	0.05	Normal
2	A ₂	32	0.1299	0.157	0.05	Normal
3	B ₁	32	0.1231	0.157	0.05	Normal
4	B ₂	32	0.1052	0.157	0.05	Normal
5	A ₁ B ₁	16	0.1515	0.213	0.05	Normal
6	A ₂ B ₁	16	0.1591	0.213	0.05	Normal
7	A ₁ B ₂	16	0.2014	0.213	0.05	Normal
8	A ₂ B ₂	16	0.1392	0.213	0.05	Normal

2. Homogeneity Test

Homogeneity test is done to know that the data are homogeneous. If X_o^2 is lower than $X_{r(0.05)}^2$, it can be concluded that the data are homogeneous.

Table 12. Homogeneity Test

	CSR		DI		CSR		DI	
	(A_1B_1)	$(A_1B_1)^2$	(A_2B_1)	(A_2B_2)	$(A_1B_1)^2$	$(A_1B_2)^2$	$(A_2B_1)^2$	$(A_2B_2)^2$
	70	45	50	55	4900	2025	2500	3025
	68	40	53	55	4556	1600	2756	3025
	78	40	43	60	6006	1600	1806	3600
	73	43	48	68	5256	1806	2256	4556
	75	48	63	53	5625	2304	3906	2756
	60	58	43	50	3600	3306	1806	2500
	73	63	50	60	5256	3906	2500	3600
	68	63	48	70	4556	3906	2256	4900
	75	43	45	68	5625	1806	2025	4556
	78	43	63	53	6006	1806	3906	2756
	78	63	53	65	6006	3906	2809	4225
	73	53	48	50	5256	2756	2256	2500
	68	43	60	63	4556	1806	3600	3906
	75	55	45	73	5625	3025	2025	5256
	78	60	60	58	6006	3600	3600	3306
	60	63	40	70	3600	3906	1600	4900
	1145	818	808	968	82438	43067	41609	59369

Sample	df	1/(df)	s_i^2	$\log s_i^2$	(df) $\log s_i^2$
1	15	0.07	33.23	1.5215	22.8228
2	15	0.07	83.08	1.9195	28.7927
3	15	0.07	53.67	1.7297	25.9456
4	15	0.07	57.68	1.7610	26.4156
	60				103.9767

$$1. \quad X^2(\ln 10) \left\{ B - \sum (n-1) \log s_i^2 \right\} = (2.3026)(105.31 - 103.98) = 3.08$$

Because $X_o^2(3.08)$ is lower than $X_{r\ 95(3)}^2(7.81)$, it can be concluded that the data are homogeneous.

C. Hypothesis Testing

ANOVA Test (Multifactor Analysis of Variance)

Before the data are analyzed using ANOVA test, the data are divided into 8 groups, they are: (1) The data of reading test of the students or group who are taught by using Collaborative Strategic Reading. (2) The data of reading test of the students or group who are taught by using Direct Instruction Method, (3) The data of reading test of the students having high self-esteem, (4) The data of reading test of the students having low self-esteem. (5) The data of reading test of the students or the group having high self-esteem who are taught by using Collaborative Strategic Reading (CSR) (A_1B_1), (6) The data of reading test of the students or the group having high self-esteem who are taught by using Direct Instruction Method (A_2B_1) (7) The data of reading test of the students or the group having low self-esteem who are taught by using Collaborative Strategic Reading (CSR) (A_1B_2), (8) The data of reading test of the students or the group having low self-esteem who are taught by using Direct Instruction Method (A_2B_2).

Table 13. Multifactor Analysis of Variance

Main Effects Simple Effects	CSR		DIM	
HIGH SELF-ESTEEM	70		50	
	68		53	
	78		43	
	73		48	
	75		63	
	60	Group 1	43	Group 3
	73	$\sum X$ 1145	50	$\sum X$ 808
	68	\bar{X} 71.56	48	\bar{X} 50.47
	75		45	
	78		63	
	78		53	
	73		48	
	68		60	
	75		45	
	78		60	
	60		40	
LOW SELF-ESTEEM	45		55	
	40		55	
	40		60	
	43		68	
	48		53	
	58	Group 2	50	Group 4
	63	$\sum X$ 818	60	$\sum X$ 968
	63	\bar{X} 51.09	70	\bar{X} 60.47
	43		68	
	43		53	
	63		65	
	53		50	
	43		63	
	55		73	
	60		58	
	63		70	
TOTAL				$\sum X$ 3739 \bar{X} 58.40
	$\sum X$ 1963 \bar{X} 61.33		$\sum X$ 1775 \bar{X} 55.47	

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Table 14. The Summary of Analysis of Variance 2 x 2

Source of Variance	SS	df	MS	F _o	F _t (.05)	F _t (.01)
Between columns (Method of Teaching)	549.32	1	549.32	9.648	4.00	7.08
Between rows (Level of Self-Esteem)	438.38	1	438.38	7.700		
Coloms by rows (Interaction)	3713.38	1	3713.38	65.223		
Between groups	4701.07	3	1567.02			
Within groups	3416.02	60	56.93			
Total	12818.164	63				

Based on the table above, it can be interpreted that:

1. Collaborative Strategic Reading (CSR) is more effective than Direct Instruction Method in teaching reading

F_o between columns (9.648) is bigger than F_t at the level of significance $\alpha=0.05$ (4.00) and F_t at the level of significance $\alpha=0.01$ (7.08). The difference between columns is significant. Because the effect of the two methods are not equal, it can be concluded that teaching reading using Collaborative Strategic Reading (CSR) to eleventh grade students of SMA Muhammadiyah 1 Ponorogo is significantly different from the one using Direct Instruction Method. The mean score of students taught using Collaborative Strategic Reading (CSR) (61.33) is higher than the one of those taught using Direct Instruction Method (55.47). In other words, teaching reading using Collaborative Strategic Reading (CSR) is more effective than the one using Direct Instructional Method.

2. Students with high self-esteem have better reading achievement than those with low self-esteem

F_o between rows (7.700) is bigger than F_t at the level of significance $\alpha=0.05$ (4.00) and F_t at the level of significance $\alpha=0.01$ (7.08). The difference between rows is significant. Because the effects of the students having high self-esteem and those having low self-esteem are not equal, so it can be concluded that students having high self-esteem are significantly different from those having low self-esteem. The mean score of students

having high self-esteem (61.02) is higher than the one of those having low self-esteem (55.78). It can be concluded that the students having high self-esteem have higher reading skill than students having low self-esteem.

3. Collaborative Strategic Reading is more appropriate used for students with high self-esteem while Direct Instruction Method is more appropriate for low self-esteem students.

F_o interaction (65.22) is bigger than F_t at the level of significance $\alpha=0.05$ (4.00) and F_t at the level of significance $\alpha=0.01$ (7.08). Because F_o interaction is higher than F_t , it can be concluded that there is interaction effect between the two variables, teaching methods and self-esteem on the students' reading.

From the hypothesis testing above, it can be seen that there is interaction effect between the two variables, teaching methods and self-esteem, so calculation must be continued to Tukey test. It shows as follows:

Table 15. Summary of Tukey Test

PAIR	TUKEY (q_o)	CRITICAL (q_t)	STATUS
A1 – A2	4.39	2.89	Significant
B1 – B2	3.92	2.89	Significant
A1B1 – A2B1	10.85	3.00	Significant
A1B2 - A2B2	5.30	3.00	Significant

Based on the summary of Tukey test above, it can be concluded that:

1. Collaborative Strategic Reading (CSR) compared with Direct Instruction Method

$$q = \frac{\bar{X}_{c_1} - \bar{X}_{c_2}}{\sqrt{\text{error variance} / n}} = \frac{61.33 - 55.47}{\sqrt{56.93 / 32}} = 4.39$$

From the computation above, it can be concluded that q_o (4.39) is higher than q_t (2.89).

Because q_o between columns (4.39) is higher than q_t (2.83), the difference between columns is significant. It can be concluded that teaching reading using

Collaborative Strategic Reading (SCR) to the eleventh grade students at SMA Muhammadiyah 1 Ponorogo significantly differs from the one using Direct Instruction Method. The mean score of students taught using Collaborative Strategic Reading (SCR) (61.33) is higher than the one of those taught using Direct Instruction Method (55.47). It means that teaching reading using Collaborative Strategic Reading (SCR) to the eleventh grade students at SMA Muhammadiyah 1 Ponorogo is more effective than the one using Direct Instruction Method.

2. Students having high self-esteem compared with ones having low self-esteem.

$$q = \frac{\bar{X}r_1 - \bar{X}r_2}{\sqrt{\text{error variance}/n}} = \frac{61.02 - 55.78}{\sqrt{56.93/32}} = 3.92$$

From the computation above, it can be concluded that q_o (3.92) is higher than q_t (2.89).

Because q_o between rows (3.92) is higher than q_t (2.89), so the difference between rows is significant. It can be concluded that the students who have high self-esteem are significantly different in their reading skill from students who have low self-esteem. The mean score of students having high self-esteem 61.02 is higher than those who have low self-esteem (55.78), so the students who have high self-esteem have a better reading skill than the students who have low self-esteem.

3. Comparing students having high self-esteem taught using Collaborative Strategic Reading and Direct Instruction Method.

$$q = \frac{\bar{X}c_1r_1 - \bar{X}c_2r_1}{\sqrt{\text{error variance}/n}} = \frac{71.56 - 50.47}{\sqrt{56.93/16}} = 10.85$$

From the computation above, it can be concluded that q_o (10.84) is higher than q_t (3.00).

Because q_o between columns (HSE) (10.84) is higher than q_t (3.00), so the difference between columns is significant. It can be concluded that the students who have high self-esteem who are taught using Collaborative Strategic Reading is significantly different in their reading skill from the students who have high self-esteem who are taught using Direct Instruction Method. The mean score of students having high self-

esteem who are taught using Collaborative Strategic Reading (71.56) is higher than that of those who have high self-esteem who are taught using Direct Instruction Method (50.47), so Collaborative Strategic Reading is more effective than Direct Instruction Method to teach reading for the students who have high self-esteem.

4. Comparing students having low self-esteem taught using Collaborative Strategic Reading and Direct Instruction Method

$$q = \frac{\bar{X}c_2r_2 - \bar{X}c_1r_2}{\sqrt{\text{error variance}/n}} = \frac{60.47 - 51.09}{\sqrt{56.93/16}} = 5.30$$

From the computation above, it can be concluded that q_o (5.30) is higher than q_t (3.00).

Because q_o between columns (LSE) (5.30) is higher than q_t (3.00), so the difference between columns is significant. It can be concluded that the students who have low self-esteem who are taught using Direct Instruction Method is significantly different in their reading skill from the students who have low self-esteem who are taught using Collaborative Strategic Reading. The mean score of students having low self-esteem who are taught using Collaborative Strategic Reading (51.09) is lower than those who have low self-esteem taught using Direct Instruction Method (60.47), so Direct Instruction Method is more effective than Collaborative Strategic Reading to teach reading for the students who have low self-esteem.

Based on the result of point 3 and 4, Collaborative Strategic Reading is more effective than Direct Instructional Method to teach reading for students who have high self-esteem and Direct Instructional Method is more effective than Collaborative Strategic Reading to teach reading for students who have low self-esteem. Therefore, it can be concluded that there is an interaction between teaching methods and students' self-esteem in teaching reading.

D. Hypothesis Verification

1. Based on the result of ANOVA test, $F_o > F_t$ and the result of Tukey test $q_o > q_t$ so H_o is rejected. The mean of A_1 (71.56) is more than the mean of A_2 (51.09), therefore Collaborative Strategic Reading (A_1) is better than the Direct Instruction Method (A_2)

to teach reading to the second grade students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2011/2012 is accepted.

2. Based on the result of ANOVA test, $F_o > F_t$ and the result of Tukey test $q_o > q_t$ so H_o is rejected. The mean of B1 (61.02) is more than the mean of B2 (55.78) therefore, the students who have high self-esteem have better reading skill than those who have low self-esteem to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year is accepted.
3. Based on the result of ANOVA test, $F_o > F_t$ and the result of Tukey test $q_o > q_t$ so H_o is rejected. It means there is an interaction between the methods used (Collaborative Strategic Reading and Direct Instruction Method) (A) and student's self-esteem (B) to teach reading to the second grade students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2011/2012 is accepted

E. Discussion of Result of the Study

This research is one of the efforts to generate some improvement in teaching reading to the eleventh grade students SMA Muhammadiyah 1 Ponorogo. It has been discussed in the previous chapter that Collaborative Strategic Reading is one of the alternatives to obtain the intention. The following in the discussions of the research findings

a. Collaborative Strategic Reading (CSR) is more effective than Direct Instruction Method

Based on the findings of the study, the researcher draws a conclusion that the implementation of Collaborative Strategic Reading (CSR) is effective to help students in improving their reading comprehension. Reading usually considered difficult by the learners. Collaborative Strategic Reading (CSR) is a teaching method that helps students develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This method can be effective in promoting independence in learning. The ages and stages of development will determine the role the teacher plays in guiding students through the Collaborative Strategic Reading (CSR) process. However, if the model is used for the first time it is highly recommended that the teacher directs the process and models of the steps. The students have to be more active in the teaching and learning process. According to Klinger and Vaughn in

Allwright & Bailey (2009: 181) students participating in CSR improved their scores on reading achievement tests.

On the contrary, Direct Instruction Method makes the students depend on the teacher's explanation and translation almost all the times in reading class. The teacher will be engaged in many planning decisions, such as deciding what he/she wishes to teach, and how he/she will go about the reading process. They wait until all the words are translated by the teacher to get the message of the text given to them. This method does not promote achievement in creativity, thinking, and problem solving (Patterson in Cruickshank, et al. in Angraini, 2009: 24). Therefore, Collaborative Strategic Reading (CSR) is more effective than Direct Instruction Method.

b. Students with high self-esteem have better reading achievement than those with low self-esteem.

Students with high self-esteem tend to have better achievement concerning with all educational activities. The students' self-esteem influences their achievement in learning English. The students with high self-esteem are always active, creative, curious, having good participation in the teaching and learning process. They have their own spirit to study for gaining their best competency and skill. In line with Baumeister, et al. in Guindon (2010: 19) people with high self-esteem seem to perform better in workplace and experience more occupational success, persist following failure, sometimes perform better in groups, and perceive themselves as well liked and popular.

On the contrary, students with low self-esteem face problem with most of the academic process. The students have difficulty in reading passage, they get confused to recognize parts of speech through reading passage, misplaced the correct part of speech in reading passage, some of them still get difficulty in finding the factual information, and still do not know the meaning of each sentence. Because students having low self-esteem tend to restrict their interaction with others, are less likely to express their opinions and views, keep their emotions private, and conceal their thoughts, which are often hostile and suspicious of others, those with low self-esteem are less spontaneous, more passive, lonelier, more interpersonally inept, and more alienated than those with high self-esteem (Guindon, 2010: 19). It can be concluded

that student having high self-esteem is better than students having low self-esteem in reading.

c. There is interaction between teaching methods and self-esteem

Choosing methods of teaching precisely contributes positive impact to the students' achievement in the end teaching and learning process. It cannot be disclaimed that teaching method which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Collaborative Strategic Reading is proved to be effective in increasing students reading comprehension achievement (Annisa: 2010) Collaborative Strategic Reading (CSR) will automatically force the students to be more active in acquiring the academic content without neglecting their social and human relation with other students unconsciously. The teacher's goal in conducting the classroom is not only concerned with teaching academic content but also making students develop their critical thinking in their life. Watts (2004: 8) states that self-esteem is how we think and feel about ourselves. It refers to how we think about the way we look, our abilities, our relationships with others, and our hopes for the future. Self-esteem is the confidence we have on ourselves. It can be stated that self-esteem has an important role in influencing learning activity which includes emotion, satisfaction, motivation, and pleasure. If the students have high self-esteem level they will have high ability in reading many texts that the teacher gives to them. Collaborative Strategic Reading (CSR) is better to teach reading for students having high self-esteem. Meanwhile, for low self-esteem students, it is better to teach them using Direct Instruction Method. Low self-esteem students need guidance and support in comprehending English texts and Direct Instruction Method serves the students step-by step guidance through its stages or cycle. Teachers give explanation in the straightforward way and gives feedback and direct correction for the students' mistakes. Direct Instruction Method refers to a pattern of teaching which consists teachers' explaining a new concept to a large group of students where the way of explanation is straightforward way where the teacher always gives feedback and correction for the mistake that students made (Cruichshank, et al. in Angraini, 2009: 24. It is accordance with the characteristics for the students having low self-esteem. The

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students are passive in the class and they just become the followers in the teaching and learning process, so for the students having low self-esteem Direct Instruction Method is more effective to teach reading.

It can be concluded that there is interaction between methods of teaching used (Collaborative Strategic Reading and Direct Instruction Method) and degree of self-esteem to teach reading. Collaborative Strategic Reading is more effective than Direct Instructional Method to teach reading for students who have high self-esteem. On the other hand, Direct Instructional Method is more effective than Collaborative Strategic Reading to teach reading for students who have low self-esteem.

F. Weakness of Research

There is no perfect thing in this world. It is reflected in the process of conducting this experimental research. A lot of difficulties are faced by the researcher in doing research. This is her first time to conduct a quantitative research, it means that she has limited competence for doing this. In minimizing this limitation, she reads a lot of books on educational research, searches related theories in the internet, and the most important is that asking what she does not know to her consultants. Fortunately, her consultants are very helpful. To have understanding on statistical counting she doesn't use SPSS or any other programs intended to do statistical work; otherwise, she works manually using Excel. It consumes a lot of time and energy but, it offers better understanding because she has to count step by step. It is very enjoyable to do.

She has actually made serious efforts to do this, but she has insufficient time to devote to this research, this may not fulfill ideal expectation for the readers yet.

Other difficulty comes from students. Actually they are cooperative enough in helping the research. The research cannot force them to attend every meeting regularly. In one meeting, there must be one or two students absent. They have their reason, for example: being sick or joining school programs. When they are absent, they cannot follow the lesson. They might have fewer competencies than the others.

CHAPTER V

CONCLUSION IMPLICATION AND SUGGESTION

This chapter states the conclusion, implication, and suggestion for teachers, students, and other reserchers based on the findings of the research discussed on the previous chapter.

A. Conclusion

Referring to the findings of the data analysis discussed in chapter IV, it can be stated as follows:

1. Collaborative Strategic Reading (CSR) is more effective than Direct Instruction Method to teach reading to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in academic year of 2011/2012.
2. The students who have high self-esteem have better reading skill than those who have low self-esteem to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the 2011-2012 academic year.
3. There is an interaction between the teaching methods and the self-esteem in teaching reading to the eleventh grade students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2011/2012.

Based on those three findings, the conclusion is that Collaborative Strategic Reading (CSR) is an effective teaching method for teaching reading to eleventh grade students of SMA Muhammadiyah 1 Ponorogo. By using Collaborative Strategic Reading (CSR) students are getting more active and more encouraged to study and improve their reading skills. As a result, the students reading achievement is improved optimally.

B. Implication

The result of the research proves that Collaborative Strategic Reading is a effective method to teach reading. It means that Collaborative Strategic Reading can be applied effectively to improve students' reading skill. Here are the steps for implementing Group Collaborative Strategic Reading: (1) Preview. In this stage, students glance over the text they are about to read and then generate ideas about what they already know about the topic. They also make predictions about what they are going to learn about the topic as they

read. (2) Click and Clunk. This phase of CSR takes place while students are reading. "Click" refers to the student's awareness that he/she understands the reading and that everything makes sense. When students encounter a word or phrase that confuses them, this is called a "Clunk." Here, students are taught to go back and reread, search for context clues, and otherwise repair the misunderstanding. (3) Get the Gist. This strategy also takes place during reading. Here, students are taught to look for the most important item, person, place, or idea being discussed. They are also taught to identify the most important things that are mentioned about the main topic. (4) Wrap-Up. After students are finished reading, they generate questions and answers that show they have understood what they read. Some teachers have students pretend they are the teacher and write questions about the passage that they would ask their students.

Since the result of the research also proves that there is an interaction between teaching methods and students' self-esteem, teachers must know the level of students' self-esteem before applying a teaching method. By identifying student's self-esteem, it helps the teachers to determine the suitable teaching method. Self-esteem contributes to the effectiveness of teaching method in the class. The students having high self-esteem who are taught by using Collaborative Strategic Reading have higher score than the students having high self-esteem who are taught by using Direct Instructional Method, while the students having low level of self-esteem who are taught by using Collaborative Strategic Reading have lower score than the students having low self-esteem who are taught by using Direct Instructional Method. It means that Collaborative Strategic Reading is more effective than Direct Instructional Method to teach reading for students who have high self-esteem. On the other hand, Direct Instructional Method is more effective than Collaborative Strategic Reading to teach reading for students who have low self-esteem.

C. Suggestion

The researcher would like to offer three kinds of suggestion, for teachers, students, and another researchers, are:

1. Suggestion for the teachers

As educators we have to be able to manage our class. We have to know exactly what things are good for the members of class, realizing the fact that students are not our objects in teaching process; otherwise, they are the center of teaching and learning

process. Therefore, teacher needs to be brave to take every chance for adopting various teaching methods. In choosing the method of teaching, we should consider some factors. One of the factors is the students' psychological condition including students' self-esteem. In fact, self-esteem becomes influencing factor in teaching and learning process. We have to recognize the students' self-esteem. To raise the students' self-esteem the teacher can apply Collaborative Strategic Reading (CSR) in teaching reading so that the students will be more interested in learning English and they will enjoy learning English. The more students enjoy learning English, the more easily they understand the reading text given.

2. Suggestion for the students

In order to improve the students' achievement, they should apply the following advices:

- a. The students must be more active in the learning process in order to improve their reading achievement.
- b. The students must manage their self-esteem well because it can influence their reading achievement.

3. Suggestion for the other researchers.

The experimental research is not the end for the improvement of teaching methods used. Although the data analysis shows that Collaborative Strategic Reading (CSR) is better to teach reading for the students, it does not mean that other methods are worse. It can be, in the near future, another teaching method is better applied for teaching reading at school, since we can only predict what comes next. Furthermore, this research can be developed into wider point view. This research is only the beginning for other deep researches.