



COLLABORATIVE STRATEGIC READING (CSR) AS A STRATEGY FOR ENHANCING STUDENTS' READING COMPREHENSION

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Abstract

The objective of the research was to find out the data or information on whether CSR gives an effect or not on students' reading comprehension at eighth grade of SMPN 2 Tinondo. The research question of this research is "is there any significant effect of CSR toward students' reading comprehension at eighth grade of SMPN 2 Tinondo?". The design of the research was a quasi-experimental design that consisted of experimental class and control class. The subject of this research was all students at classes VIII A and VIII B who were registered in the academic year 2020/2021 with a total number of 15 students for the experimental class and 15 students for the control class. The instrument of this research was a reading test which consisted of 20 items in multiple-choice forms. The researcher collected the data by giving pre-test in two classes to know students' prior knowledge, giving treatment in which the researcher conducted teaching and learning process by using CSR in experimental class and using the conventional method in control class, giving post-test to know the students' reading comprehension after being taught by CSR compared with the result in a class that was taught by a conventional method. The researcher used an independent T-test in SPSS verse 20 to analyze the result of the research. The result showed that there was significant difference between experimental class (Mean = 60, SD = 7,32) and control class (Mean = 29.7, SD = 15.4). In other words, there was a significant effect of CSR on reading comprehension at eighth grade of SMPN 2 Tinondo.

Keywords: CSR, Quasi-experimental, Experimental class, and Control class

A. INTRODUCTION

Reading is a crucial language skill that involves interpreting written symbols and obtaining meaning from them. It is an active cognitive process that involves interacting with the print and monitoring comprehension to establish meaning. Reading is essential for understanding content, studying new words, comprehending ideas, implementing grammatical rules, and gaining information. It is a subject examined in the final English study examination. Reading improves vocabulary knowledge, spelling, and writing skills. The 2013 curriculum divides reading skills into preparatory reading for junior high school and advanced reading or reading comprehension for high school. Further reading comprehension aims to help students understand, interpret, and live up to the content of the reading. Collaborative Strategic Reading (CSR) is a teaching method that helps students understand reading content through cooperative strategies, such as previewing the text, providing ongoing feedback, getting the gist, and wrapping up key ideas. The study focuses on the ineffective English language learning at SMPN 2 Tinondo, where students often get bored and lack reading skills. The researcher aims to apply the Collaborative Strategy Reading (CSR) method, a cooperative learning approach, to address these issues. The CSR method, which

involves students working together in groups, has been used in high school and college settings but has not been applied to junior high school. The research aims to determine if the CSR method can be effectively applied in junior high school classrooms.

Based on the problem statement above, the general purpose of this research was to find out whether the use of Collaborative Strategic Reading (CSR) has a significant effect on the students' reading comprehension at SMPN 2 Tinondo.

B. LITERATURE REVIEW

1. Previous Related Findings

Previously, the study of teaching reading by using CSR had been conducted by Fadhillah (2015). The title of her study was "The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Student' Reading Comprehension at MAN 1 Makassar" The design of her study was quasi- experimental design by using two classes (experimental and control). The result of her study was there was a significant improvement in using CSR but, the research still has weaknesses because it has no specific scope of reading comprehension. The second previous research by Wulandari (2017) the title of her study was " The effect of Collaborative Strategy Reading (CSR) toward Students' ability in Reading Comprehension of Third Semester Students of English study program of UMB in Academic". The design of her study was quasi-experimental by using two classes (experimental and control). The result showed that there was an improvement in the reading comprehension of the students who taught under CSR. The third study was conducted by Barwati (2016) with the title "Improving Reading Comprehension ability by using Collaborative Strategy Reading (CSR) among the eleventh graders of the MA Muhammadiyah metro in Academic" In this study, the research was applied. One group pretest and posttest designs. After being taught through CSR techniques, the result of the study draws the main conclusion that there is a significant increase in students' reading comprehension achievement. The results of the tests showed that the posttest means a score of students in class eleven was higher than the pretest. Thus, the study can conclude that students' reading comprehension using the Collaborative Strategy Reading method increases. The similar three previous types of research above with the present study were using CSR. Using the quasi-experimental method, the sample consists of two classes namely experiment class and control class and have similar variables. The difference between the three previous types of research above with the present study were the level of students and the scope of the study. The first research is at the senior high school level, the second research is at the tertiary institutions and the third is at the junior high school level. While this study is in junior high school.

2. Reading Comprehension

Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information, and improve scientific knowledge. In English there are four basic skills that students must master, one of those skills is reading. Reading is one of the integrated skills in English, with the reading we can get new information and probably the reader can also transfer that information to others by reading some kind of text, by reading the reader can also know about how our comprehension skill toward text is. According to Mikulecky (2011), reading is a dynamic conscious and unconscious mental process in which the reader employs a variety of techniques to reconstruct the context that the author is supposed to have intended, based on data from the text and prior knowledge. Many experts have defined reading with a different meaning, but above all reading is a process of receiving and transferring some information through the medium of print/text. In addition, reading allows a person to learn a variety of terms and sentence structures that contain a wealth of knowledge. Additionally, readers can develop their ability to grasp concepts and comprehend what is written. Reading can thus be described as a process of comprehending information from printed materials and interpreting the message transmitted to obtain its meaning by combining word recognition, feeling, and emotion (Prihastuti, 2013).

There are many definitions of reading comprehension accepted by some writers. According to Wahyono (2018), Reading comprehension is the process of constructing

meaning by coordinating several complex processes that influenced word reading, word, and word knowledge, and fluency. It refers to the ability to interpret the words, understanding the meaning and the relationship between ideas conveyed in a text. Furthermore, reading comprehension is a process of constructing meaning by integrating the information is such of thinking process that involves both the reader and the written form to be able to gain some information contained. In line with Boss and Vaughn, Zimmerman (2011) says that reading comprehension is essentially the ability to understand what has been read. Students are said to have good comprehension that they got after reading written form. From the definitions above, reading comprehension can be concluded as the ability to process text, understand the meaning of the text and integrate it with what the reader knows. The ability of individuals to understand texts is influenced by their skills and their ability to process information. Furthermore, reading comprehension can also be described as an active thought process in which readers create a mental representation of the text based on a variety of source information ranging from lexical features to world knowledge (Nation, 2004). It means that the reader needed strategies to help them comprehend the text easier. They need existing knowledge in their memories to build up mental representation from the text.

Pourkalthor and Kohan (2013) Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

- a. Literal comprehension: reading to understand, remember, or recall the information explicitly contained in a passage.
- b. Informational comprehension: reading to find information that is not explicitly stated in a passage, using the reader's experience and intuition and by inferring.
- c. Critical or evaluative comprehension: reading to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading to gain an emotional or another kind of valued response from a passage.

3. Teaching Reading Strategies in EFL Classroom

First, according to reading processing theory, there have been two reading processing methodologies used for several years, namely: bottom-up and top-down processing (Brown, 2011). Readers should have linguistic skills to help them understand text signs such as letters, morphemes, syllables, sentences, phrases, grammatical cues, and discourse markers are the linguistic context in this case. Top-down processing, on the other hand, stresses the readers' intelligence and expertise in reading the text as Brown points out. It means that the readers should have information about the topic of the text and find other sources to help them understand the text in detail.

Second, skimming and scanning are the two reading strategies for the learner based on the aim. According to Brown (2011), skimming refers to reading a particular text rapidly to locate the main idea. Based on skimming, it assists the reader in predicting the main topic, post, and some potential emerging ideas. Scanning refers quickly searched for particularly detailed information from the text. This activity permits students to find some key concepts or to find out some supporting ideas.

The last one is schemata theory. It explains about how the readers' background knowledge affects students in comprehending the text (Brown, 2011). Readers can understand the text based on their prior knowledge stored in their memories. Therefore, what the teachers should do is to help the students in exploring the student's background knowledge.

Based on some reading strategic theory above, the researcher concludes that various reading strategies can be applied by the teacher in teaching reading. They should choose the suitable one in teaching reading a particular class.

4. Definition of CSR

Collaborative strategic reading (CSR) is a multiple reading instruction that combines reciprocal teaching and cooperative learning (Klingner, Vaughn, 2013). This reading instruction has been developed to enhance students' reading comprehension and to help English language learners and students become more confident and independent of interacting with informational text. there are four specific strategies that students learn as a

part of CSR, including preview, click and clunk, get the gist, wrap up. According to Klingner (2011) says Collaborative Strategic Reading (CSR) employs four comprehension strategies, they are:

1. Preview, the strategy is aimed to activate students' prior knowledge and to help the content of the text. Students will scan all details in the text such as title, keyword, pictures, headings, and soon to learn about the text, to find the topic, and also to predict what is in the text. According to Vaughn et al (2011), the main purposes of this strategy are to stimulate students' background knowledge on the topic, encourage their interest and motivation to read, predict the content of the text, set the purposes of reading, and to share and learn with the group members.
2. Click and clunk, students monitor their understanding and decide if they understand what they read or not during reading. When students read a passage with understanding, they proceed smoothly through the next. When students find a word, concept, or idea it is hard to understand the whole text. In this case, students need to identify the clunks then figure them out using fix-up strategies, written on clunk cards, to understand the text.
3. Get the gist, which is aimed to help students identify the main idea by getting the general content of a paragraph or a text. This strategy supports students in identifying the most crucial point in the text by rephrasing the key idea in their own words. By using the gist strategy, it is hoped that students' understanding of the text and their memory of what they have learned from it will increase.
4. Wrap up, this strategy is where students are asked to formulate questions and answers and also to review their reading. Through wrap-up, students can improve their knowledge, understanding, and memory of the text. in the wrap-up strategy, students formulate a question regarding their reading through WH-question in checking their level of understanding.

The Students' Role:

There are several roles that students can work on while implementing CSR. According to Vaughn et al (2011). These roles are leader, clunk expert, gist expert, and announcer.

1. Leader, help the group to implement the assignment by focusing on the four strategies and ensuring that each member has opportunities to participate. He also is responsible for recording the preview.
2. Clunk experts remind the students of the steps to follow to figure out a word. He also records all clunks and solutions.
3. Gist expert reminds the students of the steps to follow to figure out the main idea and also record the wrap-up.
4. The announcer calls on members to read or share an idea and represents the group when the teacher calls the groups back for reporting to the class as a whole and also records the wrap-up.

Through these roles, students discuss what they have learned, assist one another with comprehension of the text, and provide academic and effective support for their peers.

The Teachers' Role:

Once a teacher has taught the strategies and procedures to students and they have begun working in their cooperative learning groups, the teacher's role is to circulate among the groups and provide ongoing assistance. The teacher can help by actively listening to students' conversations 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 academic content (Sharon Vaughn, 2011)

C. METHODOLOGY

1. Research Design

This research was a quasi-experimental design. Therefore, it specifically used two groups, experimental and control classes. The experimental class consists of students, who were taught under Collaborative Strategic Reading (CSR), while, control class was under a technique that was commonly used in teaching reading in SMPN 2 Tinondo.

Table : The Scheme of Quasi-Experimental Design

Class	Pre-Test	Treatments	Post-Test
Experimental Class	T1	VIII	T2
Control Class	T1		T2

X = Treatment; Used of Collaborative Strategic Reading(CSR) in Learning process. CSR is independent variable.

T1 = Pretest before experimental treatment. It is a dependent variable

T2 = Posttest after experiment treatment. It is a dependent variable

2. Participants/Respondents/Population and Sample

1. Population

The population of this research was all of the eighth-grade students of SMPN 2 Tinondo who were registered in the academic year of 2020/2021. The total population was 30 students who were distributed into two classes. The spread of students' classes can be seen in table.

Table : The Figure of Population

Number	Class	Number of Students
1	VIII A	15
2	VIII B	15
Total	2	30

2. Sample

Determination of the sample in this research used purposive sampling. From the result of the observation of the researcher at SMPN 2 Tinondo, it has two classes only in eighth grade. Therefore, the researcher took the eighth grade as the research sample. The sample consisted of class VIII A as the experimental class and VIII B as the control class at SMPN 2 Tinondo.

3. Technique of Data Collection

- a) Conducting pre-test. It aims to find out the students' prior knowledge before giving the treatment.
- b) Conducting treatment. The researcher used CSR in teaching reading in the treatment class. In this case, the writer became the teacher. The treatment was conducted in 4 meetings with the different topics of narrative text. The learning schedule can be seen in the table below.

Table : Schedule of Conducting the Research

Meeting	Day / Date	Topic	Duration
Pre test (first meeting)	24 May 2021		1 X 60 minutes
Treatment (second meeting)	Experimental class (25 May 2021) Control class (26 May 2021)	True friends	1 x 60 minutes
Treatment (third meeting)	Experimental class (31 May 2021) Control class (1 June 2021)	The smart parrot	1 x 60 minutes

Meeting	Day / Date	Topic	Duration
Treatment (fourth meeting)	Experimental class (7 June 2021) Control class (9 June 2021)	The ant and the dove	1 x 60 minutes
Treatment (fifth meeting)	Experimental class (7 June 2021) Class control (9 June 2021)	Fox and cat	1 x 60 minutes
Post-test (sixth meeting)	14 June 2021		1 x 60 minutes

- c) Conducting post-test after the treatment done to know the student's reading comprehension after teaching them by CSR. The researcher compared the gained score of the result from the pre-test and the post-test to find out whether CSR be effective to be used or not in teaching reading comprehension.

1. Instruments

The research instrument was a reading comprehension test which consisted of several choices (different reading texts in pre-test and post-test but the levels are the same). The test was used to measure students' reading comprehension after being taught by the CSR method. After the students were taught using the CSR method, they can understand the content of reading using narrative text, determine the main ideas. The researcher decided that a score of 1 would be given for correct answers and a score of 0 for wrong answers. Therefore, the maximum score of this instrument was 20. The experimental class and the control class were given the same test.

2. Technique of Data Analysis

To analyze the data, the researcher used parametric statistics, namely T- test because this study used two samples, namely experiment, and control. The reason for using this formula was that this study aims to determine whether there was a significant difference between the two samples or not. Before analyzing the data using the T-test, the researcher firstly carried out the normality test and homogeneity test because the requirement for using the T-test was that the data must be normal and homogeneous. If data to be tested was not normal and homogeneous, the researcher used non-parametric, namely chi-square because the requirements for using non-parametric chi-square did not have to be normal and homogeneous. In addition to the T-test, and N-gain score were also used. The N- gain score was done by calculating the difference between the pre-test and post- test scores. We can find out whether the use of CSR is said to be effective or not.

According to Sri Wahyuni (2016) in her dictate, the procedure in T-test is as follows:

1. Mean of sample 1 (experimental group)

$$M_1 = \frac{\sum X_1}{n_1}$$

2. Mean of sample 2 (control group)

$$M_2 = \frac{\sum X_2}{n_2}$$

3. The standard deviation of sample 1 (experimental group)

$$SD_1 = \sqrt{\frac{\sum X_1^2}{n_1}}$$

4. The standard deviation of sample 2 (control group)

$$SD_2 = \sqrt{\frac{\sum X_2^2}{n_2}}$$

5. Standard error of the mean sample 1 (experimental group)

$$SEM_1 = \frac{SD_1}{\sqrt{n_1-1}}$$

6. Standard error of the mean sample 2 (control group)

$$SEM_2 = \frac{SD_2}{\sqrt{n_2-1}}$$

7. Standard error of the difference between M_1 and M_2

$$SE_{M_1 - M_2} = \sqrt{SEM_1^2 + SEM_2^2}$$

According to Richard R. Hake (2011). The formula for calculating the gain score (N-Gain) is as follows:

$$\langle g \rangle = \frac{\langle Sf \rangle - \langle Si \rangle}{100 - \langle Si \rangle} \times 100\%$$

Information:

$\langle g \rangle$ = N-gain

$\langle Sf \rangle$ = score pre-test

$\langle Si \rangle$ = score post-test

D. Findings and Discussion

1. Findings

Table : Students' Score In Experiment Class

No.	Name	Pre-Test	Post-Test	N Gain
1	Aulia	35	55	20
2	Sulfiani	30	60	30
3	Elti Anugrah	35	50	15
4	Alya Apriliy	10	65	55
5	Anggi Ananda	45	70	25
6	Rosialiana	45	50	5
7	Abdul Malik	25	60	35
8	Muh, Akhar	30	65	35

9	Alfian	25	75	50
10	Ferawati	25	60	35
11	Yusri Ashari	55	60	5
12	Putri	65	65	0
13	Riski Ananda	20	55	35
14	Hikmawati	15	50	35
15	Firman	15	60	45

Based on table, it could be seen that the result of students' score of pre- test in the experimental class indicated there were 2 students categorized low with a percentage 14%, and 13 students categorized very low with a percentage 86% and then score of post-test in the experimental class indicated there were 2 students categorized high with percentage 13%, and 8 students categorized enough and 5 with percentage 53,36%, and there were 5 students categorized low with percentage 33,3%.

Table ; Students' Score in Control Class

No.	Name	Pre-Test	Post-Test	N Gain
1	Alfin	20	20	0
2	Ammar	25	30	5
3	Alif Saputra	15	15	0
4	Alfian	20	25	5
5	Rara	15	15	0
6	Imran	50	60	10
7	Riski Yanto	35	40	5
8	Irfan Afandi	20	20	0
9	Eva Liana	35	45	10
10	Cinta	20	35	15
11	Tarbiatul Anisa	25	30	5
12	Tashya	30	30	0
13	Irma wati	25	25	0
14	Aswar	25	35	10
15	Muhammad Gufran	15	20	5

Based on table 4.2 it could be seen that the result of students' score of pretest in control class indicated there was 1 student categorized with percentage 7%, and 14 students categorized 93%, and then score of posttest in control class indicated there was 1 student categorized low with percentage 7%, and 14 students categorized very low with percentage 93%.

A. *Descriptive Analysis of Pre-test Score*

a. **Table : The Pre-Test Score in Experimental Class**

Descriptive				
		Statistic	Std. Error	
Pre-Test	Mean		31.67	3.984
	95% Confidence Interval for Mean	Lower Bound	23.12	
		Upper Bound	40.21	
	5% Trimmed Mean		31.02	
	Median		30.00	
	Variance		238.095	
	Std. Deviation		15.430	
	Minimum		10	
	Maximum		65	
	Range		55	
	Interquartile Range		25	
	Skewness		.732	.580
	Kurtosis		.095	1.121

Table shows the result of students' pre-test scores in the experimental class. It was shown that all students (100%) had low criteria for reading comprehension. In other words, the students in this class were difficult to comprehend the text. It was also supported by the mean score gained, namely 31.67, the maximum score was 65, the minimum score was 10, and the standard deviation was 15.430, in which it was categorized as the low score.

b. Table : The Pre-Test Score in Control Class

Descriptive				
			Statistic	Std. Error
Pre-test	Mean		25.00	2.440
	95% Confidence Interval for Mean	Lower Bound	19.77	
		Upper Bound	30.23	
	5% Trimmed Mean		24.17	
	Median		25.00	
	Variance		89.286	
	Std. Deviation		9.449	
	Minimum		15	
	Maximum		50	
	Range		35	
	Interquartile Range		10	
	Skewness		1.392	.580
	Kurtosis		2.348	1.121

Table present the result of students' pre-test scores in the control class. It was found that all students (100%) also had low comprehension of reading. It was also supported by the descriptive statistic gotten from the above data, namely the mean score was 25.00, the maximum score was 50, while the minimum score was 15, and the standard deviation was 9.449, those scores were similar to the result of experimental class pre-test score. Therefore, the criteria of students' reading comprehension were low as well.

B. Descriptive Analysis of Post-Test Score

a. Table : The Post-Test Score in Experimental Class

Descriptive				
			Statistic	Std. Error
Post-test	Mean		60.00	1.890
	95% Confidence Interval for Mean	Lower Bound	55.95	
		Upper Bound	64.05	
	5% Trimmed Mean		59.72	
	Median		60.00	
	Variance		53.571	
	Std. Deviation		7.319	
	Minimum		50	
	Maximum		75	
	Range		25	
	Interquartile Range		10	
	Skewness		.315	.580
	Kurtosis		-.179	1.121

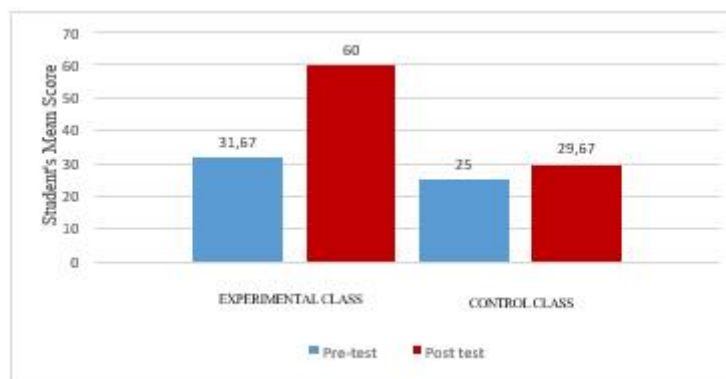
Table provides the information about the result of students' post-test scores in the experimental class. It could be seen that the distribution of students' scores was distributed into three criteria. There were 5 students (60-75) who were categorized as low criteria, and 8 students (56-65) who were in enough criteria, and 2 students (66-75) who were categorized as high criteria.

b. Table : The Post-Test Score in Control Class

Descriptive				
			Statistic	Std. Error
post-test	Mean		29.67	3.142
	95% Confidence Interval for Mean	Lower Bound	22.93	
		Upper Bound	36.41	
	5% Trimmed Mean		28.80	
	Median		30.00	
Variance			148.095	
Std. Deviation			12.169	
Minimum			15	
Maximum			60	
Range			45	
Interquartile Range			15	
Skewness			1.084	.580

Table shows the result of students' scores in the control class after being treated by the conventional method in teaching reading comprehension. It was shown that all students' (100%) were in low criteria. It seems that the result of the students' post-test was the same as the students' pre-test. In other words, it showed no improvement et all. It was also supported by the descriptive statistic from the table above, the mean score was 29.67, the maximum score was 60, the minimum score was 15, and the standard deviation was 12.169.

C. Comparison of Pre Test and Post Test Score in Experimental and Control Class



The chart above describes the comparison of experimental and control class progress from pre-test to post-test which had been obtained from the previous table; table 4.1,4.2,4.3 and 4.4. From the chart above, it could be seen that the means score of the experimental class (taught under CSR) from 31.67 in the pre-test to 60.00 in post-test; while the control class (taught under conventional method) only raised 4 points from 25.00 in the pre-test to 29.67 in the post test. This raising point indicates that there was a better improvement of students' reading scores in the experimental class than in the control class. To decide whether those results were significantly different, the researcher had already tested the significance through an independent t-test on SPSS 20 that is described in the following sub-chapter.

2. Discussion

This strategy consists of four steps in teaching reading comprehension, namely preview, click and clunk, get the gist, and wrap up, this strategy helps students' understand the content of the text in the group, it was found effective to teach at eighth grade of SMPN 2 Tinondo. While in the control class students are taught using translation method where students are given a text then asked to translate the text and read their translation result, did not increase. The result also showed that eksprimen class the students' comprehension was getting improved and their motivation to learn also became higher. To strengthen the statement, the data gained in this study had been tested through an independent T-test. The

result shown that the score of experimental class ($M = 60.00$, $SD = 7.319$) and control class ($M = 29.67$, $SD = 12.169$) was significantly different. The score of the experimental class was higher, which means that CSR was effective to be applied in teaching reading comprehension. It was also supported by the descriptive statistic got from finding in this research. The mean score of the class taught under CSR was raised 31.67 in pre-test from 60.00 in post-test.

Some factors may contribute to the effectiveness of CSR on students' reading comprehension at eighth grade of SMPN N 1 Tinondo. First, this strategy is carried out in groups because this strategy included cooperative learning, and then each student has their task so that it was easy for them to understand the content of the text. Second, CSR provided four steps to help students in gaining their reading comprehension, the first step was preview where students were asked to quickly read the entire contents of the text then the second step was click and clunk where students were asked to look for the words they understand and what they don't understand then the third step was to get the gist where students were asked to determine the idea the main point was then the fourth step was wrap up where students were asked to determine the question and then make a summary according to the contents of the text. Every CSR step had their teacher and friends to help them in gaining the meaning and using their prior knowledge to comprehend the written text.

However, in the eighth grade of SMPN 2 Tinondo, some students still had less reading comprehension and applied this technique in the classroom. This finding was similar to that of Fhadilah(2015) she found out that some students still could not understand the contents of the text. Several factors hinder the understanding of reading students, namely the lack of vocabulary that they know and in this research, the researcher also found the same obstacles, namely the lack of vocabulary that the students know so they were still difficult to understand the contents of the text.

In addition, the result of this study also proved to prove from the theory of Welliman (Susanto,2013) who explained that two factors influence learning outcomes namely internal and external factors. Internal factors include intelligence, interest and attention, learning motivation attitude perseverance, and learning habits while external factors include among them the family and school environment.

So that, CSR could increase the reading comprehension of students in the eighth grade of SMPN 2 Tinondo and give many experiences for students to increase their knowledge. And also this CSR could be recommended to many teachers and continued by the next researcher.

E. Conclusion

Based on the result of the data analysis in chapter IV the researcher concluded that the Collaborative Strategy Reading had a significant effect on the students' reading comprehension of the second grade of SMPN 2 Tinondo. The effect was students reading comprehension positively increased.

The research found that the students' reading scores of the post-test were higher than scores in the pre-test (the mean score of students' post-test was 60 while pre-test was 31.67) students' reading comprehension has a significant improvement. The result of hypothesis testing used an independent sample t-test. There was a significant difference in the scores for experimental class ($M = 60$, $SD = 7.319$) and control class ($M = 29.67$, $SD = 12.169$) conditions t-count (5.73) > t-table, (2.14). therefore, H_0 is rejected and H_1 is accepted. This result indicated that Collaborative Strategic Reading affects the students' reading comprehension at class VIII A SMPN 2 Tinondo.

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