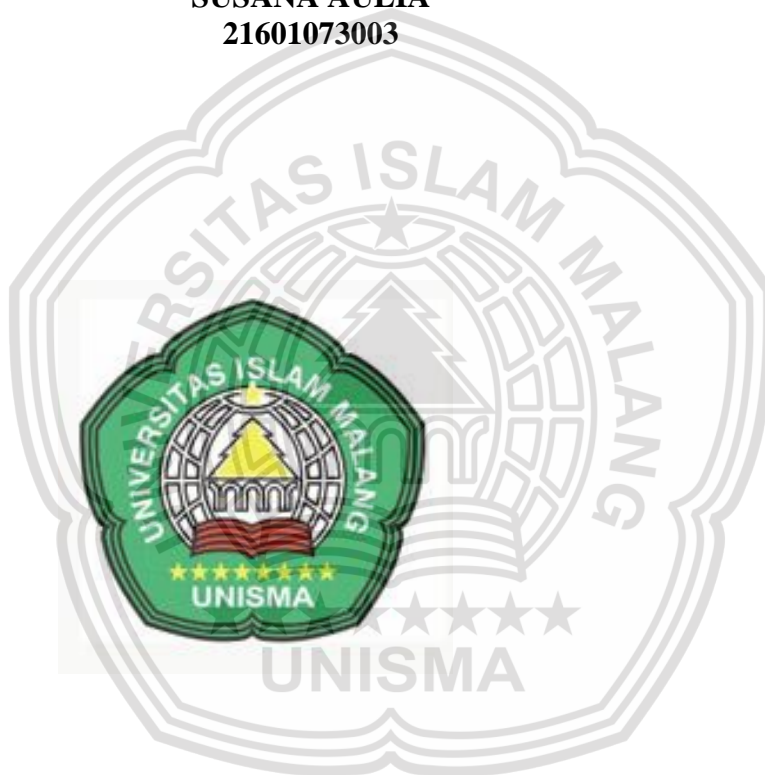




**COLLABORATIVE STRATEGIC READING TO IMPROVE STUDENTS'
READING COMPREHENSION ON ENGLISH EDUCATION
STUDENTS AT UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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ABSTRAK

Aulia, S. 2020. *Bacaan Strategis Kolaboratif untuk Meningkatkan Pemahaman Membaca Siswa pada Siswa Pendidikan Bahasa Inggris di Universitas Islam Malang*. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Penasihat I: Dr. Hj. Mutmainnah Mustofa, M.Pd; Penasihat II: Imam Wahyudi Karimullah, S.S., MA.

Kata kunci: *Bacaan Strategis Kolaboratif, Pemahaman Membaca, Strategi Mengajar*

Membaca adalah keterampilan seumur hidup yang akan digunakan baik di sekolah maupun di sepanjang kehidupan. Strategi yang dapat digunakan untuk meningkatkan pemahaman membaca adalah membaca strategi kolaboratif. Strategi membaca kolaboratif adalah strategi pembelajaran kooperatif yang dapat membantu siswa untuk memecahkan masalah mereka dalam membaca pemahaman oleh mengatur siswa untuk belajar dalam kelompok kecil. Tujuan dari penelitian ini adalah untuk meningkatkan kompetensi membaca siswa menggunakan Collaborative Strategic Reading.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen dengan one group pre-test posttest design. Populasi dalam penelitian ini adalah mahasiswa semester empat Departemen Pendidikan Bahasa Inggris pada tahun akademik 2019 / 2020. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Teknik pengumpulan data adalah tes dan observasi. Teknik analisis data yang digunakan adalah Paired sample t-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata pemahaman membaca post-test lebih tinggi dari hasil pemahaman membaca pretest ($81.250 > 51.875$). Dari data rata-rata yang diperoleh dapat diketahui bahwa terdapat perbedaan pemahaman bacaan siswa Pendidikan Bahasa Inggris dengan teknik Collaborative Strategic Reading (CSR).

Selain itu, terbukti secara statistik, hasil uji t sampel berpasangan mengungkapkan bahwa nilai thitung yang diperoleh adalah 30.371 atau thitung lebih besar dari ttabel ($30.371 > 1.684$). Selain itu, nilai signifikansi yang diperoleh adalah 0,000 atau nilai signifikansi lebih kecil dari standar signifikansi 0,05 ($\text{sig} < 0,05$). Dengan demikian, hal itu menunjukkan bahwa model pembelajaran Collaborative Strategic Reading (CSR) dapat meningkatkan pemahaman membaca siswa Pendidikan Bahasa Inggris dalam Bahasa Islam. Universitas Malang.

ABSTRACT

Aulia, S. 2020. *Collaborative Strategic Reading to Improve Students' Reading Comprehension on English Education Students at University of Islam Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Hj. Mutmainnah Mustofa, M.Pd; Advisor II: Imam Wahyudi Karimullah, S.S.,MA.

Key words: Collaborative Strategic Reading, Reading Comprehension, Teaching Strategy

Reading is a lifelong skill to be used both at school and throughout life. The strategy that can be used to improve reading comprehension is Collaborative strategic reading. Collaborative Strategic Reading is cooperative learning strategy that can help the students to solve their problem in reading comprehension by arranging students to study in small group. The aims of this research is to improve students' reading comprehension using Collaborative Strategic Reading.

The method used in this research is experimental research with one group pre-test posttest design. The populations in this study were fourth semester students of the Department of English Education in the academic year 2019/2020. The sampling technique used was cluster random sampling. Data collection techniques are tests and observation. Data analysis technique used is *Paired sample t-test*.

The result shows that the average value of the post-test reading comprehension was higher than the results of the pretest reading comprehension ($81,250 > 51,875$). From the mean data obtained it can be seen that there are differences in reading comprehension students of English Education with Collaborative Strategic Reading (CSR) techniques.

In addition, it was proven statistically, the results of the paired sample t test revealed that the value of t_{hitung} obtained was 30,371 or t_{hitung} greater than t_{tabel} ($30,371 > 1,684$). In addition, the significance value obtained was 0,000 or the significance value was smaller than the significance standard of 0.05 ($sig < 0.05$). Thus, it indicates that Collaborative Strategic Reading (CSR) learning model can improve reading comprehension students of English Education in Islamic University of Malang.

CHAPTER I

INTRODUCTION

This section, the writer will explain the background of the study, Research question, Objective of the study, Hypothesis, Scope and limitation, Significant of the study, and the last of this chapter is Definition of Key-Term.

1.1. Background of the Study

In the 21st century, English has become the dominant language in many ways. The British Council estimates that a quarter of the world's population, 1.75 billion people, use English as the dominant spoken language (Crystal, 2013). The dominant role of English can be seen in many aspects, such as communication, business, information, diplomacy, science, technology, and education. Therefore, people understand the importance of English in the implementation, communication and implementation of international projects. Because of the importance of English, many countries use English as the dominant language without official status (used as a communication tool in several domains), Still, it is common for students to teach in a foreign language while learning. school (Crystal, 2013).

Indonesia is one of those countries which also makes English as a primary foreign language in educational domains. The English subject in Indonesia, furthermore, has formulated in National Education System, under the Law Number 20 of 2003 to develop English skills to achieve an educational outcome. It is also one of the subjects which would be tested in The National Examination

(UN). To achieve educational outcomes, teachers must be able to create and manage effective classes in the teaching and learning process of English.

According to Erben, there are five principles for creating active language learning environment, such as giving opportunities to use English, drawing the attention of its patterns, giving time use English, noticing their errors and correcting English, and constructing to interact each other in English (Erben et al, 2009). Hence, the English teachers are necessaryd to create more suitable and efficient use of the classroom to cover four English skills such as reading, listening, speaking, and writing to be taught to the students.

Reading is one of the most critical skills in English, and gives us many advantages. Reading is a window to the world. Reading gives people more knowledge and information than books, magazines, newspapers and much more. Reading is an important communication tool in a civilized society and is the most important component of the learning process and social interaction. *Second*, materials that are read at any time in the history of the community have the greatest impact. *Third*, the development that leads to two different poles during written history (Gray in Tarigan, 2012: 109).

Reading takes meaning from printed or written material and carries meaning (Finigano and Bonomo in Tarigan, 2012: 119). Through reading activities, students expand their knowledge, which makes them smarter and more respectful. Students' reading skills must be developed. Teachers have the responsibility to develop their skills and abilities. Everything the teacher does must be aimed at developing students' ability to understand increasingly complex text content. The

methods, techniques, and instructional media chosen and used by the teacher will influence the learning process and student academic achievement. The teaching and learning process necessaries good methods, media, and strategies for this research. A good way is to improve students' reading skills. Media and strategies allow the class to stay alive while they read. By developing suitable methods, technical students and the media will be able to learn actively. Active learning is not only calm and passive in teaching and learning to students, but also makes them interested in reading lessons given to them.

In recent decades, reading is considered as the central aspect of education in empowering students' knowledge. It is almost every day that students could not avoid reading activities. They read books, articles, and papers to transmit the message and information into new words to support their academic activities. Reading is also a means of communication. Sulistyono (2011) mentioned that reading is a form of communication between writers and readers. The writer conveys his/her ideas through written text, Then the reader reads the ideas. The process of open up the ideas is called reading. From reading, the readers, in this case are students, could get and collect sources to build their knowledge.

Reading is a life-long skill and must be used in school and throughout life. According to Anderson, reading is a necessary life skill. This is the foundation of a child's success in school and throughout life. Without good reading skills, personal performance and work success will definitely be lost (2012). Although important, reading is one of the most challenging fields of the education system. The increasing demand for high literacy rates in our technology society

exacerbates this problem (Snow, Burns, & Griffin, 2013). Students' attitudes towards reading affect their ability to read. If students want to get the most out of the assigned material, they need to learn to read critically and analytically. The idea here is that when we read something, we try to understand what its purpose is. When we read, we are confronted with two stages of reality: one is visible and the other is invisible. Therefore, reading is to make the layers invisible, meaning below, visible and understandable. According to Teele, the goal of all readers should be to understand what they are reading (2004, p. 92). Research shows that good readers are actively involved with the text and know about the process it uses to understand what they are reading.

The ability to read English is an important necessaryment for students because many universities benefit from research materials written in English. Students will understand what they are reading, regardless of the topic they are studying. Therefore, the ability to read in such an environment is important (Ozek, 2011). With improved reading skills, EFL students will be more successful in their academic endeavors. Because the ability to read foreign language academy texts is difficult, complicated, and time-consuming, any strategy that can make academic reading easier has become a very interesting topic.

Researchers found that English students still had difficulty reading. Understanding is the process by which the reader follows the author's text to construction an understanding similar to building architecture or following a building plan (Douglas, 2010). Of all human traits and functions, Comprehension

is one of the most complicated because of its internal nature-it is more difficult to explain as a process although it is easy to observe.

Ellis (2010) argues that reading is a complex intellectual process involving several of skills. The two significant skills are verbal expression and interpretation. There is no reading comprehension without verbal interpretation. He stressed that further reading is not a passive process, but necessarys active participation. The reader needs to decipher the code, search for his memory, and think while processing the text.

Littlewood (2011) aims to read this concept, and word recognition means finally. However, the level of understanding varies in complexity, complexity of thought, and accuracy in reading. According to Isenberg, another way to understand Murcia (2011) is to see it as a unique agreement with a text that is creative, participatory, and has a clear foundation and experience. Thus, reading literature or reading literature can be delivered by changing, reducing, classifying, storing, and retrieving information in five different stages.

Before conducting the research, the researcher did preliminary study in the form of observation and interview with the lecturers and few students to understand the condition and the problems. Based on the interview, it is found that most students have difficulties in understand the main idea of the text, difficult to understand the meaning of the sentences and the paragraph because the text is too long. In addition, several students also show poor vocabulary mastery so that they cannot understand the meaning of the text.

This needs to be addressed, and one way to overcome this is to implement teaching strategies in the classroom. One strategy that can be used to improve reading comprehension is the Collaborative Reading Strategy. Collaborative Strategic Reading (CSR) is a method designed to help students struggle with reading skills. There are several goals for reading collective strategies; (1) Increase cognitive knowledge by increasing reading skills and increasing student participation. (2) Developed to improve reading skills of students with learning disabilities. (3) Joint Strategic Reading has produced positive results for students with moderate to moderate success (Agustina, 2016).

Moreover, Agustina (2016) states that Joint Strategic Reading (CSR) was designed to improve reading skills of students with learning disabilities. Collaborative Strategy Reading (CSR) is a very inspiring multi-level learning approach that can be understood as being implemented for a year or more. This can be a good model for making teaching more effective and efficient for making students interested in pleasure, as well as a step-by-step model for effective collaborative research among students. This helps students master English.

Based on the explanation, the researcher intends to conduct research entitled **“COLLABORATIVE STRATEGIC READING TO IMPROVE STUDENTS’ READING COMPEHENSION ON ENGLISH EDUCATION STUDENTS”**

1.2. Research Question

Research question is a question that a research project sets out to answer. Choosing a research question is an essential element of both quantitative and

qualitative research. Investigation will require data collection and analysis, and the methodology for this will vary widely. Good research questions seek to improve knowledge on an important topic, and are usually narrow and specific (Chaenda, 2013). Based on the background of the study, research question of the study is “How to improve students reading comprehension using collaborative strategic reading?”

1.3. Objective of the Study

The object of research in essence is the topic of the problem studied in the study. However, the understanding of the object of research is often confused with the subject of research. Based on research questions, the aims of this study is to "improve students' reading skills through collaborative reading strategies."

1.4. Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar, 1993: 9). The hypothesis of this study is as follows.

- H0. Collaborative reading strategies do not improve English students' reading skills
- H1. Collaborative reading strategies can improve English students' reading skills

1.5. Assumption

Statement that is assumed to be true and from which a conclusion can be drawn, Primary assumption of this study is by implementing collaborative strategic reading, students' reading comprehension skills can be improved.

1.6. Scope and Limitation

Scope and Limitation are in essence the limitations consciously set by the authors themselves. They are concerned with the definitions that the researchers decide to set as the boundaries or limits of their work so that the study's aims and objectives do not become impossible to achieve. In this respect, it can be argued that delimitations are in the researcher's control. Thus, delimitations are mainly concerned with the study's theoretical background, objectives, research questions, variables under study and study sample. The alternatives to these and reasons for rejecting them, e.g. the particular sampling technique chosen out of many available, should be clearly presented so that the reader is fully informed (Ormrod, 2016). The purpose of this study is to improve the reading skills of English students using collaborative strategies. Specifically, this study was limited to second year students at Department of English Education of Universitas Islam Malang.

1.7. Significance of the Study

Significance of the study is written as part of the introduction section of a thesis. It provides details to the reader on how the study will contribute such as what the study will contribute and who will benefit from it. It also includes an explanation of the work's importance as well as its potential benefits.

The results of this study are expected to give both theoretical and practical significance for teaching and learning reading in The English Education context. Theoretically, the results of this study will give noteworthy information about the benefit of collaborative reading strategy. The results will contribute to the development of language learning, notably reading comprehension.

Practically, the results of this study will be useful for Reading lecturers in English Education Departments and future researchers. For Reading lecturers in English Education Departments, the results of this study will give current information about reading strategies preferred by English literature students in terms of strategy to improve reading comprehension.

1.8. Definition of Key Terms

Definition of Key terms is assist researchers in describing concepts and variables collected so that data can be collected, operational resolution to equalize understanding between researchers and readers. Operational definitions are not all in the title of the study, and not the usual theoretical resolution presented on trial. and Reviews Recent studies), but it is a definition of the term that is really held and used by researchers.

To avoid ambiguity and misunderstanding about the key terms used in this study, the researcher identified them as follows.

To avoid the ambiguity and misunderstanding on the key terms used in this study, the researcher defines them as follows:

1. **Reading comprehension** is ability to text process, understand its meaning, and to integrate with what the reader already knows.

2. **Reading strategies** are specific actions, behaviors, steps, or techniques, employed by English literature students to tackle the difficult language tasks, so that the reading process will be easier and more efficient.
3. **Collaborative Reading Strategy** is a collaborative learning strategy that helps students solve reading problems by organizing small group learning activities.





CHAPTER V

CONCLUSION AND SUGGESTIONS

This section, the writer will explain about Conclusion and Suggestion

5.1. Conclusion

The results showed that the average reading comprehension after the test was relatively higher than the best reading comprehension ($81,250 > 51,875$). From the average data, it can be seen that there is a big difference in the reading ability of English students compared to the CSR method. In addition, the titanium content obtained from the combined sample t test results was found to be 30,371 or higher than the table ($30,371 > 1,684$). In addition, the significance value obtained was 0,000, or a significance value of less than 0.05 ($\text{sig} < 0.05$) of the significance standard.

Therefore, it can be concluded that the results of the post-test training have improved. This shows the impact of the Collaborative Strategy reading model on students' reading comprehension skills in English education. Therefore, it can be concluded that the Collaborative Strategic Reading (CSR) training model can be implemented in learning process as an alternative to improve students reading comprehension.

5.2. Suggestion

The results of the study suggest the following suggestions for improving student achievement, especially reading comprehension.

1. Reading lectures must use Collaborative Strategic Reading (CSR) techniques as an alternative to understanding skills.



2. The lecturer must use and combine appropriate teaching methods by checking the availability of tools in the school.
3. The Collaborative Strategic Reading (CSR) method enhances students' reading skills by encouraging them to be proactive, responsible, critical, and expressive.
4. Further researchers must consider similar or advanced research.



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