IMPROVING FUNCTIONAL READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 10 PALEMBANG THROUGH COLLABORATIVE STRATEGIC READING (CSR)

A Thesis

by

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SRIWIJAYA UNIVERSITY

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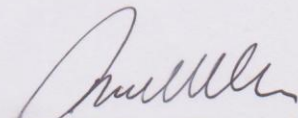
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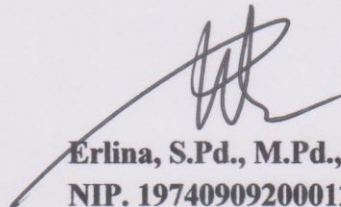**SRIWIJAYA UNIVERSITY**
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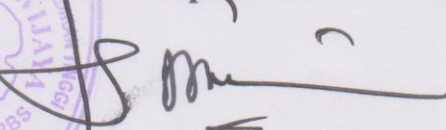
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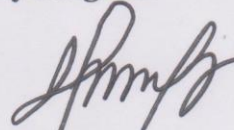
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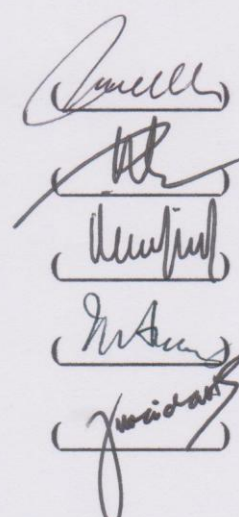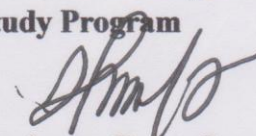4. Member   : Dra. Rita Hayati, MA

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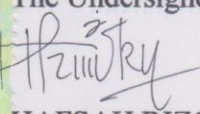
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Certify that this thesis entitled "Improving Reading Achievement of the Eighth Grade Students of SMP Negeri 10 Palembang through Collaborative Strategic Reading (CSR)" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

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The Undersigned,

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THESIS DEDICATION

This thesis is dedicated to:

❖ *My Only One Allah SWT and Rasulullah SAW, the Chosen One to guide us from jahiliyah to jannah.*

❖ *My parents, the heroes of my family, my father (Drs. Jainuddin) and my mother (Zuhriah, A.Ma). Unlimited thanks for both of you. Thank's for your love, support, prayers, and everything.*

❖ *My brothers (M.Muhajir, Khoirul Amaly, and M.Ihsan Fikri), and my only one sister (Mar'atun Hasanah). You all motivate me to do the best and be good example for you. Hopefully, you will be better than me.*

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Motto:

"Allah will not change the condition of a people until they change what is in themselves." –Q.S. Ar-Ra'd ayah 11-

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Finally, the writer would like to say her respect and deepest love to her beloved parents, siblings, and friends for their help, support, pray, and togetherness.

Palembang, June 16th, 2016
The writer,

HR

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IMPROVING FUNCTIONAL READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 10 PALEMBANG THROUGH COLLABORATIVE STRATEGIC READING (CSR)

ABSTRACT
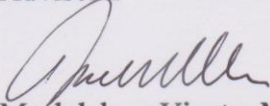
The objectives of this study were (1) to find out whether or not there was a significant difference in students' functional reading achievement before and after they were taught through Collaborative Strategic Reading (CSR) and (2) to find out whether or not there was a significant difference in functional reading achievement between the students who were taught through CSR and those who were not. This study was a quasi-experimental research method that applied non-equivalent control group research design. The population of this study was the eighth grade students of one of the junior high schools in Palembang in academic year 2015 - 2016 and the number of sample was 76 students, that was selected by using purposive sampling technique. The data of this study were collected by using a pre-test and a post-test and were analyzed statistically by using paired and independent sample t-test. The results of this study revealed that (1) there was a significant difference in students' functional reading achievement before and after they were taught through CSR (mean diff=18.87, and ρ-value=.000) and (2) there was a significant difference in functional reading achievement between the students who were taught through CSR and those who were not (mean diff=12.11, and ρ-value=.000). Therefore, it can be concluded that CSR is effective in improving the students' reading achievement.

Keywords: *Collaborative Strategic Reading (CSR), Reading Achievement, Eighth Grade Students.*
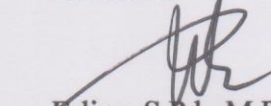
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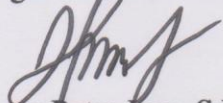
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the objectives of the study, and the significance of the study.

1.1 Background

Reading is a basic life skill. In the English teaching and learning process, reading is one of the four language skills which are identified as paramount importance besides listening, speaking, and writing (Brown, 2001). Reading is important because the learners can gain the information through the reading text. It also influences the learners in improving their other language skills and language components, for instance, writing, grammar, and vocabulary. According to Harmer (2007), the good reading texts provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g, vocabulary, grammar, and idiom). As reading is an integral part of people's daily lives, taken very much for granted, and generally assumed to be something that everyone can do; therefore, getting students to read English text is an important part of teacher's job.

People have different perspective on reading purposes; some of them just think that reading as written words. For teacher, reading is as a chance to teach pronunciation and practice speaking (Berardo, 2006). According to Berardo (2006), reading has three main purposes; they are reading for survival, learning, and pleasure. In addition, Reynolds and Janzen (2007, p.1678) state that there are four typical general purposes of reading, corresponding to four basic types of reading. The four types of reading are developmental reading, studying, functional reading, and recreational reading.

One of the kinds of reading that people do essentially to function in the day to day world is functional reading (Rog, 2012). The examples of functional text that people usually read are directions, a recipe, a map or menu, the ingredients on a package, directories, forms to fill out, signs, and even public

transportation schedules. Indeed, this type of reading activity is actually the kind least taught at schools (Rog, 2012). In Indonesia, the curriculum for English lesson of Junior High School has included functional text as one of reading materials for being learned and taught (School-Based Curriculum, 2006). Furthermore, based on the Republic of Indonesia Government Regulation No. 32 Year 2013 about National Standard of Education, English is one of the subjects which is included in the national examination, and reading is one of the skills that will be tested in this test. Since the students of Junior High School are examined in their reading ability, it is necessary for students to understand functional English texts.

However, reading in the national language is challenging for junior high school students of Palembang. As shown by the result of the study conducted by Diem, Purnomo, Ihsan, Sofendi, and Vianty (2015) which focused on functional reading in Bahasa Indonesia, the functional reading of junior high school students in Palembang was 57.20. On the other hand, for English as a foreign language, Yustika (2015) who did the research in English functional reading of the state junior high school in Seberang Ulu 1 and Seberang Ulu 2 districts Palembang discovered that the students' score of functional reading achievement was 41.78. Another similar study conducted by Azkarani (2015) who investigated functional reading achievement in 3 districts in Palembang, namely Sukarame, Alang-alang Lebar, and Kemuning, found out that the average score of the students' functional reading achievement was 47.07, and it was below the standard of Indonesian National Education, which is 75.00. The study conducted by Intan (2015) in Sako and Sematang Borang, and Wicaksono (2015) in Ilir Barat 1, Ilir Barat 2, Gandus, and Bukit Kecil showed that the English functional reading achievement of junior high school students in those districts belonged to Very Poor category; it was lower than 40. These results of studies show that the students' functional reading achievement both in Bahasa Indonesia and English in Palembang were low. Students' low achievement in English reading were also shown by the result of the study done by Rahmi and Diem (2014), focusing on the English achievement

of the eighth graders of the 15 districts in Palembang, Rahmi and Diem (2014) also discovered that the average score of the students' reading was 38.23.

In the international level, the results of Program for International Students Assessment (PISA) 2012 conducted by Organization for Economic Co-operation and Development (OECD) notes that Indonesia was in 60th rank out of 65 countries for reading achievement in the first language (Bahasa Indonesia). Furthermore, the results of Progress in International Reading Literacy Study (PIRLS, 2006) which is designed to measure trends in reading literacy achievement in the first language (Bahasa Indonesia) at the middle primary level of the fourth grade elementary school students from 45 countries also showed that Indonesia was at 41st rank.

Problem in English reading was also faced by the students of SMP N 10 Palembang. When the writer did teaching practice in SMP N 10 Palembang, the writer found that the students had some difficulties in understanding the text. It was proven by the students' scores which were below 77 that was the minimum completeness criteria (KKM) for English subject. The writer also interviewed one of English teachers at SMP N 10 Palembang, the teacher said that the problems of the students in learning English are the difficulties in understanding the text, lack of vocabulary, and less concentration (See Appendix A). The writer also observed the teacher in the classroom, and found out that the teacher just gave the assignment to the students and used lecture technique during teaching and learning process. As a result, the students showed no enthusiasm in learning English.

As previously explained on page 1, functional text is one of the text types that Junior High School students have in their English subject. Unlike the other type of texts, functional text always appears in the students' daily life. Thus, the students must be familiar, and must comprehend those texts well. One of the ways to improve the students' achievement in functional text is by using authentic materials. Authentic materials are materials or texts which are used in the target culture for actual communicative needs. In other words, it is to fulfill social purposes (Berardo, 2006). The sources of authentic materials that can be used in

the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs, and literature. One of the most useful sources is from the internet. Using authentic materials in teaching reading can give a lot of benefits for the students because the students will have more inspiration to use the language, and they have become accustomed to exposure the language in real communication (Anjani, 2014). Gilmore (as cited in Guo, 2012) also claims that authentic materials had been used for language learning several decades ago, and have regained their popularity due to the rise of the communicative approach which its aim is to develop students' language competence for communication in real life.

In addition to the reading materials, the strategy that is used by English teachers can also influence the learning outcome of students. In other words, the students may not be motivated to learn English if the materials and strategy that are used are monotone. According to Brown (2001), the role of teacher is to provide the creative materials and strategy for students to increase their motivation in order to make them become the successful learners. In addition, Mulyasa (2008) states that to create the lesson plan, the teacher should be able to design a harmonic interaction for each component of learning system, so the learning activity will run in fun and democratic condition (joyful teaching and learning). In relation to the strategy in teaching reading, there are so many alternative strategies of which the teachers can apply, for instance, SQ3R, Porpe, Scaffolding, DR-TA, and Collaborative Strategic Reading (CSR).

In this study, the writer focused on using Collaborative Strategic Reading (CSR) to improve the students' reading achievement. According to Klingner & Vaughn (1998), Collaborative Strategic Reading, or CSR, is one of the interactive approaches that function to help the students understand how to comprehend the text well while working cooperatively. It leads to gain in terms of student achievement, participation, and motivation. CSR consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap-up

(after reading). The studies that were conducted by Rosalina (2014) by applying CSR technique for improving reading comprehension achievement of narrative text in SMA PGRI 109 Kota Tangerang revealed that CSR is one kind of cooperative learning groups which is proven to be a successful technique, and it showed from the result of her study that there was a significant improvement on her students' reading comprehension achievement after having the treatment.

Therefore, based on the explanation above, the writer was interested in doing a research entitled "**Improving Functional Reading Achievement of the Eighth Grade Students of SMP Negeri 10 Palembang through Collaborative Strategic Reading (CSR)."**

1.2 Research Questions

The research problems of this study were formulated in the following questions:

1) Was there any significant difference in students' functional reading achievement before and after they were taught through Collaborative Strategic Reading (CSR)?

2) Was there any significant difference in functional reading achievement between the students who were taught through Collaborative Strategic Reading (CSR) and those who were not?

1.3 Objectives of the Study

Based on the problems, the objectives of this study are as follows:

1) To find out whether or not there was a significant difference in students' functional reading achievement before and after they were taught through Collaborative Strategic Reading (CSR).

2) To find out whether or not there was a significant difference in functional reading achievement between the students who were taught through Collaborative Strategic Reading (CSR) and those who were not.

1.4 Significance of the Study

The result of this study was expected to give some positive outcomes. For the teacher, s/he can enrich her/his teaching strategy to teach reading through CSR strategy by using authentic materials which can motivate the students to read more and improve the students' reading habit and interest. For the students, the writer hopes that they can get some input to improve their reading achievement especially for functional texts. For the writer herself, it is expected that the writer can enrich her knowledge about teaching functional reading text through the use of CSR strategy, and also give the experience in doing study.

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