The Effect of Collaborative Strategic Reading on Grade Six Students’ Reading Achievement

A THESIS

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ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
SURABAYA
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Presented to Widya Mandala Catholic University Surabaya in partial fulfillment of the requirement for the Degree of Master in Teaching English as a Foreign Language

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Advisor’s Approval

This thesis entitled The Effect of Collaborative Strategic Reading on Grade Six Students’ Reading Achievement prepared and submitted by Carolin Diana Sari (8212712003) has been approved to be examined by the Thesis Board of Examiners.

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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or works from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 9 June 2014

Carolin Diana Sari
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Abstract
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There are some skills in English which should be learnt by English learners. One of those skills is reading. Reading activities can be done everywhere through many kinds of text. When the learners are able to comprehend reading text, they will be able to master other skills without facing big difficulties. In order to achieve learners’ need in comprehending reading text, teachers might apply any reading strategies. Moreover, reading is known to be advantageous, but it can make students become quiet. It will be dangerous for upper grade students who need to socialize and for their further living when they just focus to themselves. Through this study, the researcher wishes that the students can increase their achievement in reading especially in knowledge and comprehension level after using Collaborative Strategic Reading (abbreviated CSR) as well as to avoid a dangerous effect of reading habit and to decrease introverted students. This study was a quasi experimental study which was conducted by the English teachers in sixth grade of ‘Z school’ by comparing two reading techniques; CSR and teacher centered teaching strategy. The finding showed that CSR did not give effect in mastering knowledge and comprehension level. However, this technique can be used to vary teaching reading, so the teaching will not be monotonous and to attract students’ motivation in reading. As conclusion,
both CSR and teacher centered teaching strategy are useful and can be used in teaching reading even though they are not significantly different in the result. Therefore, it is expected that this study could inspire readers and other researchers for further studies.

**Keywords:** Collaborative Strategic Reading, Teacher centered teaching strategy
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