The Effect of Collaborative Strategic Reading on Junior High School Students’ Reading Comprehension Achievement

A THESIS

By

Muchamad Arif

English Education Department
Graduate School
Widya Mandala Catholic University
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8212712020

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By

Muchamad Arif
8212712020

English Education Department
Graduate School
Widya Mandala Catholic University Surabaya
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APPROVAL SHEET

This thesis entitled “The Effect of Collaborative Strategic Reading on Junior High School Students’ Reading Comprehension Achievement” prepared and submitted by Muchamad Arif /8212712020 has been approved to be examined by the Board of Examiners.

Dr. Ruruh Mindari, M.Pd.
Thesis Advisor
This thesis entitled “The Effect of Collaborative Strategic Reading on Junior High School Students’ Reading Comprehension Achievement” prepared and submitted by Muchamad Arif /8212712020 has been approved and examined by the Board of Examiners on March 12, 2014
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 work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, March 12, 2014

[Signature]

Muchamad Arif
8212712020
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First, I would like to say thank to Almighty Allah SWT for His bless and guidance so that this study finally can be accomplished. Secondly, hopefully ‘sholawat’ and greeting always go to Prophet Muhammad SAW who has shown us the right way.

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Finally, the writer does realize that this thesis is far from perfect. Thus, all critics and constructive ideas are extremely expected.

Surabaya, March 12th, 2014

The Writer

Collaborative Strategic Reading is an excellent technique for teaching reading comprehension. It gives some strategies to the students in facing difficult word, phrase, or sentence. The researcher has one statement of the problem. It is “Do the eighth graders who are taught using collaborative strategic reading obtain a higher reading comprehension achievement than those who are taught using Hot Potatoes?”

The researcher focused on the effect of collaborative strategic reading on the students reading comprehension achievement in reading descriptive text. He compared between students’ reading comprehension achievement taught using collaborative strategic reading and that taught using Hot Potatoes especially in reading descriptive texts.

The population of this research was grade eighth of the academic year of 2013-2014. The samples of this research were class 8A and class 8E because based on Anova result (see appendix 1) they had similar ability. The research design used in this thesis was a quasi-experimental design. The researcher gave the pretest before treatments and the post test after treatments. He analyzed the gain scores of each group. In analyzing the data, the researcher compared the gain scores of both the experimental and control groups. This research was conducted in twelve meetings. Every meeting, the students got different descriptive text.

From the result of the students’ pretest and posttest, it could be seen that there was significant effect to the students who taught by Collaborative Strategic Reading. The result of the counting process was the $t_{observation}$ is 2.88, while the $t_{table}$ for .05 is 2.01 and .01 is 2.68. It showed that $t_{observation}$ is higher than the required $t_{table}$ for .05 and .01. Meanwhile, the mean of gain score for the experimental group is 3.29 and for the control group is 2.25.

The analysis of the mean of the gain scores of both groups showed that the experimental group had higher achievement of reading compared to the control group. The result of the $t_{observation}$ compared to the $t_{table}$ for .01 shows that the $t_{observation}$ was higher that the $t_{table}$. It means that the implementation of Collaborative Strategic Reading gave more significant effects to the students in reading comprehension achievement.

**Keywords**: collaborative strategic reading, teaching reading descriptive text
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