THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING READING COMPREHENSION

SKRIPSI

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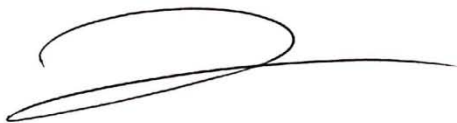
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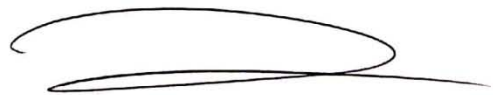
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of many languages in this world. English is an International language and it is spoken by many people around the world. Mastering English is very important in our society in the world, because by learning English, the students may have an opportunity to reach for future successfuly. Learning English is very important for most people, especially in education. Haycraft (1986:9) states that we have to know the reason of learning English and what it is for. This will help learner to develop their English better and easier.

There are four skills in English learning, they are reading, writing, listening, and speaking. One of four skills that students have to be achieved is reading. Reading is a process decoding message in which the students need their own experience and knowledge. Reading can help people to comprehend their environment. According to Mariane and Elite (2000:198) as skills, reading is clearly one of important language skill where students have to read English material for their learning, because reading is an interactive process that goes on between the reader and the text. Harmer (2000: 99) reading is useful for language acquisition. Through this statement, we realize how important reading in increasing our mind and perspective.

According to Klingner, et al (2007:2) states that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency". Reading comprehension is primarily a matter of developing appropriate, eficient comprehension starategies. Strategic in learning is the way to procedure on achieve a certain goal, the word teaching itself means giving lessons (Pupuh Faturrohman, 2007; 55). A variety of instructional strategies have been developed in response to the need for effective reading comprehension instruction (Klingner and Vaughn 1996; Palincsar and Brown 1984).

There are many strategies and methods which can be used in teaching reading comprehension such Collaborative Strategic Reading. Teaching and learning reading comprehension will be easer, if we know the way or technique how to comprehend the reading text. CSR is a reading comprehension technique that combines two instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and (2) cooperative learning or students pairing (Johnson & Johnson, 1987).

In Collaborative Strategic Reading, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-alouds. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students

collaboratively implement the strategies. Although CSR was designed to be used with expository text, it can also be used with narrative text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and eclectic or balanced approaches.

The reason for teaching reading to the students is because it belongs to basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related to other subjects. The students must have the ability to look at and get the meaning of the written text, that is called reading skill. Because of that, reading is very important to be taught to the students. The teachers need appropriate and effective reading learning material to help them teach the students effectively. In this case, students should read the text without having preparation or understanding about the text type, function or linguistic features.

The problem is related to the student's ability in understanding the text. Most of the students are confused about processing the information in phrases and sentences. They cannot connect the relationship between sentences. They just tend to translate the words, one by one word to understand the meaning. Some students also feel that reading is boring. They could not give their best performance in activities that they do not like, as the result, most students are being passive during the reading activities. The teaching and learning English at the junior high school is

expected to achieve an informational function stage. Informational stage within English language competence draws condition in which people have the ability to access sciences by devising fully their competence in a language they have learned.

In fact, reading is key to get information from the text. In Indonesia there are still many of them who have difficulty understanding, especially in English. Moreover, to get information from the English text, the students needed English comprehension with the comprehend the text.

Furthermore, the teachers also face some difficulties in designing a reading comprehension test by using conventional way. Teachers need much time to compose and type the test items. Moreover, the teacher has to use lots of paper to copy the test. Besides that, the students incline fed up of reading the whole text in a reading comprehension test. Students are getting bored with the monotonous activity in reading comprehension.

For the reason above, the researcher does a research entitle "THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC IN TEACHING READING COMPREHENSION"

B. Statement of the Problem

Specifically the research question posed in this study is as follow:

1. How is the Implementation of Collaborative Strategic in Teaching Students' Reading Comprehension ?

2. What are the problems faced by the teacher in Teaching Reading Comprehension using Collaborative Strategic ?

C. Objective of the Study

The purpose of the study is as the following:

1. To find out the implementation of Collaborative Strategic in Teaching Students' Reading Comprehension

2. To describe problems faced by the teacher in Teaching Reading comprehension using Collaborative Strategic

D . Significance of the Study

The significances of this study are as follows:

1. Practical Significant

   In the Practical Significant, the researcher use (CSR) where this method consider as most important the learners to be help understand reading comprehension.

2. Theoretical Significant

   This research is directed to be useful for the students and teachers in the school where the present study is done. For the students, they will have new experience of reading comprehension when they join reading class. New experience is mainly felt since the technique used allows them to work together. With CSR learning, the students are able to help they face during the lesson by discussing with their friends. For teachers, the result of the study is greatly expected to be useful when they conduct the lesson and manage the students in reading class. By

using this technique, teacher can conduct the lesson since this technique is easy to be implemented in the teaching learning process.

3. Pedagogical Significant

The Pedagogical Significant is to make both of the teacher students and learners to be enjoy to implement CSR and give the teaching experience for the reseacher. The successful of this research will be used in teaching in the class after the researcher can be teacher in the future.

E. Definition of key term

This sub-chapter gives definitions of some terms that appear in this study, the terms are:

1. Reading : useful for language acquisition. This statement, we realize how important reading in increasing our mind and perspective. (Harmer, 2000:99).

2. Reading comprehension: the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. (Klingner, et al 2007:2)

3. Collaborative Strategic Reading : is a reading comprehension technique that combines two instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and (2) cooperative learning or students pairing (Johnson & Johnson, 1987).

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1. Definition Of Reading

Reading is one of English skills are important way of gaining information in language learning and guiding learners thinking besides listening, writing and speaking. Reading is very important activity in humans life. This is due to the fact that people mostly get knowledge and information through reading. Reading is fundamental skill upon which formal education depends. The reading ability affects the other skills ability. There are some definitions of reading. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that readers" background knowledge take an important role in the reading process and affects the success of reading comprehension.

According to Nuttal (1987:2), reading is an interactive process that goes on between the reader and the text. In the process of trying to understand to written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and understand what the authors intention was. In this process, there are three participants: the writer of text, text,

and reader. While, Wallace (1996:4) states that reading as interpreting means reacting to written text as a piece of communications, in other words. Harmer (2007: 99) state that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. (Tarigan (1990:7) in Jaenal 2010) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. Meanwhile, according to Day and Bamford (1998:12) Reading is the construction of meaning from a printed or written message, it means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

From the definition, it can be concluded that reading is an activity which involves the process of getting meaning and understanding the attention of the author and the interaction between the reader and the text to get information.

2. The Definition of Comprehension

As cited in Collins Dictionary, comprehension is the ability to understand something or the capacity for understanding ideas. It means that comprehension is the interpretation of what the students read and what they already know. Comprehension is comprised of

a complex process involving knowledge, experience, thinking, and teaching (Fielding & Pearson, 1994). Dechant (1982: 311) states that "comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meaning, the ability to reason one's way through smaller idea segments, and ability to grasp the meaning of a larger unitary idea". While, Brown (2000:306) state that comprehension is primarily a matter of developing appropriate, eficient comprehension starategies. Some strategies are related to bottom-up procedures, and other enchances the top-down processes.

According to Samuel and Kamil (1998) stated that comprehension is the process of getting meaning from a passage and bringing the meaning to a text. Burns and Roe (1984:151) in Rozak (2013:17) stated that the basic comprehension units in reading are words, sentences, paragraphs, and whole sellection. These units combine to form all written material students encounter.

From the definition above, it can be concluded that comprehension is the process of getting understanding with interpretation of what the students read and what they already know.

3. The Definition of Reading Comprehension

Most people want to compete to create a concept of reading comprehension which is never ended to be discussed. People always try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading comprehension.

Pang et al. (2003:6) state that reading comprehension is about understanding written texts. It is a complex activity that involves both perception and thought. Reading comprehension consists of two related processes; there are word recognition and comprehension. First of all, word recognition refers to the process of perceiving how written symbols correspond to ones spoken language.

Reading comprehension is understood the written text to extract the required information from it as efficiently as possible, by Grellet (1981:182). Harmer (2007:99) states that reading comprehension is useful for language acquisition. Reading definitely will improve people knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, students have to be focused on what they read because reading is not only reading but also comprehending the text systematically. He also states that reading

is incredibly active occupation. The readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statements show that without understanding the word; students cannot know what the meaning of the text is.

According to Klingner, et al (2007:2) states that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" Reading. Meanwhile, according to Wilis (2008: 127*): "Goals of Reading Comprehension Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process".* It means the purpose of reading comprehension strategies is that the students can improve efficiency neural of process comprehension the text.

From the definition above, it can be concluded that reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

4. The Purpose of Reading

The Purpose of Reading is to connect the ideas on the page to what you already known. Wallace (1996: 6) classifies the purposes of reading based on the personal reasons as follows:

a. Reading for survival

Reading for survival is almost literary a matter of life and death. For example a warming signs, an admonition sign. Survival reading serves immediate needs or wishes.

b. Reading for learning

Reading for learning is expected to be exclusively school-related. Reading is intended to support learning. The reader need to "translate" the text, literally or metaphorically, to vocabulary, to identify "useful" structures or collections, to use a text a model for writing and to practice pronunciations. For example, one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The readers want to enjoy the sound, and rhythm of the text. The text being read is written originally to offer enjoyment. For example, read narrative text. It is written originally to offer enjoyment.

Based on the three purposes reading above, in this research there were two purposes of reading. They are reading for learning and reading for pleasure.

5. Models of Reading

The reading process involves the text, the reader, and the interaction between the two. Theorists have proposed three basic models of how reading occurs. Barnett in Aebersold and Field (1997: 17-18) provided a summary of three main models of how reading occurs, there are:

a. Bottom-up Processing

The readers construct the text from the smallest unit (letters to words to phrases to sentences, etc.) and that process of constructing the text from that small unit becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process. For instance, bottom-up is used when the readers have no background knowledge about the text, so they will grasp the meaning of the text by constructing the text from smallest unit. It provides a linear or sentence by sentence building of comprehension.

b. Top-down Processing

This model emphasizes the reconstruction of meaning rather than the decoding the form. It aids reader's comprehension of larger pieces of text, such as a paragraph or section. They help readers see how an individual sentence or a group of sentences contribute to that larger meaning.

Furthermore, the theory argues that the reader is an active participant in the reading process, making predictions and processing information; in which the reader draws on her own intelligence and experience to understand the text. In other words, everything in the readers prior experience or background knowledge plays a significance role in the process.

c. The Interactive Reading

This model is a combination of top-down and bottom-up processing. The theory describes a process that moves from bottom-up and top-down depending on the type of the text as well as on the readers' knowledge background, language proficiency level, motivation, strategies use and culturally shaped beliefs about the reading. Brown (2000:299) in Daryanti 2015:19) said, in teaching reading, interactive process is trying to cover bottom up and top down process. The top-down approach is used to predict probable meaning, then moving to the bottom- up approach to check whether that is really what the writer says. The goal of this approach is to provide students with strategies that will help them become independent readers, who monitor their own thinking while reading links their prior knowledge with the text that they read.

B. General Concept of Collaborative Strategic Reading (CSR)

CSR was found and develops by Klinger and Vaughn in 1998. They stated that CSR is an excellent teaching technique for teaching students in reading comprehension by working together (cooperatively).

1. Definition of Collaborative Strategic Reading (CSR)

According to Bremer et al. (2002), statement that CSR is a reading comprehension practices that combines two instructional elements; modified reciprocal teaching and cooperative learning. In this statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials.

Jafri (2014) stated that CSR is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. It teaches students to use comprehension strategies while working cooperatively. Klinger and Vaughn (1998: 34) who stated that CSR is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension and the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.

In addition, Klinger and Vaughn (1998) in Alqarni (2015) illuminated the four comprehension strategies in CSR, they are

preview (brainstorming and predicting), *click and clunk* (monitoring understanding), *get the gist* (finding the main idea), and *wrap up* (generating questions and reviewing).

Based on the statements above, it can be concluded that CSR is a technique to help students' reading comprehension through small group discussion which students learn four strategies include *preview, click and clunk, get the gist* and *wrap up*. This technique helps students to comprehend the text by summarizing, questioning, clarifying, and predicting the reading materials.

2. Purposes of Collaborative Strategic Reading (CSR)

There are some purposes of CSR. According to Abidin (2012:62) in Rosalina (2014:17), the goals of CSR are to improve reading comprehension and increase conceptual learning in ways tshat maximize students' involvement. Klinger et al. (2004) stated that CSR was design to facilitate reading comprehension for students with reading, learning, and behaviour problems included in general education classroom. In additon, Klinger et al. (2004) also stated that CSR helps students to learn specific *(preview)*, monitoring understanding *(click and clunk)*, finding the main idea *(get the gist)* and generating question and reviewing key ideas *(wrap- up)*.

From the statements above, it can be concluded that the purpose of CSR is to facilitate students to help their reading

comprehension by applying four comprehension strategies which include *preview, click and clunk, get the gist,* and *wrap up* by working together.

3. Procedures of Collaborative Strategic Reading (CSR)

CSR is a research-based instructional practice in teaching reading comprehension for students to enhance content in area learning. CSR can be implemented in two phases, they are teaching strategies and cooperative learning group activity or student pairing.

The first phase is teaching strategies. In this case, CSR gives the procedures and application of four reading strategies *(preview, click and clunk, get the gist, and wrap up).* For the detail, Klinger and Vaughn (2000) described the four strategies as follows:

a. Preview: Prior to reading, students recall what they have already known about the topic and predict what the passage might be about.

b. Click and Clunk: During a reading, students monitor comprehension by identifying clunks, or difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense.

Fix-up strategies may include but are not limited to:

1) Vocabulary fix-up skills: The student rereads the sentence and looks for clues to understand the meaning of the unknown vocabulary word in the sentence.

2) Read-Pause-Reflect: To help students monitor their understanding during reading and allow them to decide to pause at any point to recall the main ideas for each part. If a student does not understand the topic, he/she read the section.

3) Partner Retell: Students work in pairs in this activity. One student assigned the role as "re-teller" and the other assigned the role as "listener". The reteller talks about the main idea(s), concepts, and points of the reading while the other student listens, comments, and ask questions. Then, the teacher randomly calls one of the listeners to share information told by the reseller.

c. Get the Gist: During a reading, students restate the most important idea in a paragraph or section.

d. Wrap-up: After reading, students summarize what has been learned and generate questions that a teacher might ask on the test.

The second phase is the cooperative learning group or student pairing. In this case, students are divided into small groups that consist of 4-5 students for each group. Every student has different roles in the group. Possible roles include the following:

a. Leader: Telling the group members about what to read next and what strategy to use next.

b. Clunk Expert: Uses clunk cards to remind the group about the steps to follow when trying to figure out the meaning of their clunks.

c. Gist Expert: Guides the group toward getting the gist and determines that the list contains the most important ideas but no unnecessary details.

d. Announcer: Calls on group members to read a passage or share an idea.

e. Encourager: Give feedback and encourages all group members to participate and assist one another

Based on the discussion above, it can be concluded that CSR is a strategy used to comprehend the text by working in a small group. Every member has a personal task that can help each other to understand the text. Thus, the students are assigned the role in CSR lessons that they must fulfill together.

C. Previous of related study

The researcher provided some information from others researcher to prove the originally of the study. The first previous study was taken from Ria Fanola, the students of " English Departement Faculty of Language and Arts, State University of Padang (2014)" who conducted the research entitle *Implementation Collaborative Strategic Reading (CSR) In Teaching Reading News Item Text To Senior High School Students.* This study the

researcher describes the implementation of teaching oral skill using CSR. The problems statements is how to use CSR to improve reading skill.

The second research is conducted by Siti Mardiani, the students" of English Education and Training Faculty of teachers training and education science university of singaperbangsa karawang (2017) who conducted the research entitle *The Strengths And Weaknesses Of Collaborative Strategic Reading (Csr) In Teaching Reading Comprehension.* This study the problem statements is What are the strengths and weaknesses of CSR in teaching reading comprehension. The participants in this research concern the tenth grade of SMK Al Fathimiyah in Karawang, they are one English teacher and six students. It takes only 2 (two) students by the researcher to represent all of classes. Then, the total of participants was 7 (seven) people. The researcher also using interviews, questionnaire, and documentation as the technique collect the data.

Based on the previous research above about the thesis from Ria Fanola and Siti Mardiani are almost same in the researchers about CSR. The differences are using CSR in teaching learning process from Ria Fanola and Siti Mardiani are lies in the statement of the problem. Ria Fanola more focuses on the implentation of CSR but from Siti Mardiani more focuses on the Strengths And

Weaknesses Of CSR but they have similarities in data searches conducted at the Senior High School level. The researcher focuses on the implementation of CSR in teaching reading comprehension and the problems faced by the teacher in Teaching Reading Comprehension using CSR and the technique of collecting the data with observation, interview, and documentation and the data searches conducted at the Junior High School level.
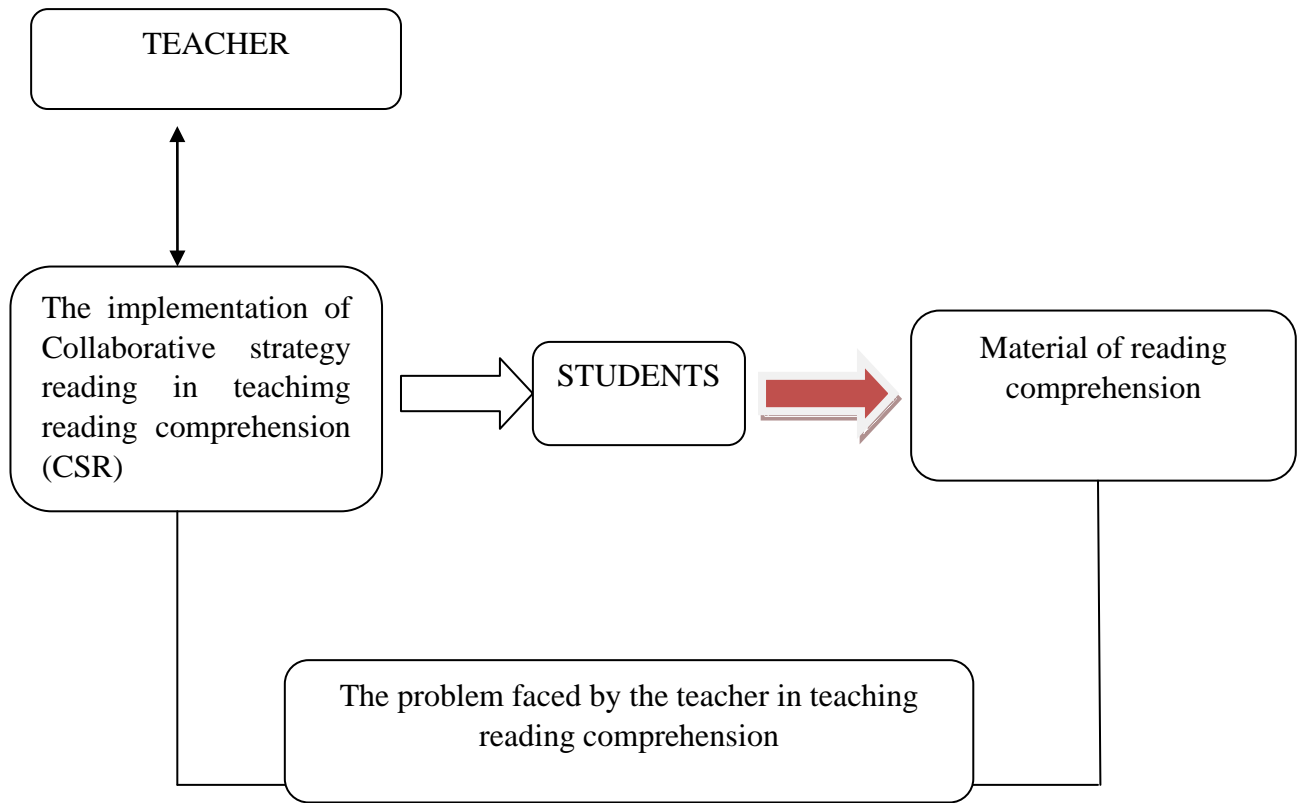
D. **Theoretical Framework**

Reading comprehension is one of important skill that should be mastered by students to comprehend the text. In fact, some students have difficulties in understanding the meaning. They have problems in finding factual information and lack of vocabulary. The success of students in reading comprehension is influenced by many factors, they are teachers device learning form of syllabus and assessment system used. Teachers have an important role in learning process. The roles of the teachers are monitoring the activities of students, providing motivation, and creating learning technique accurately.

There are many methods in reading comprehension. One of them is CSR. CSR is a technique for students to comprehend the text by summarizing, questioning, clarifying, and predicting the reading materials that applied cooperatively. Therefore, researcher will try to use CSR in teaching reading. Researcher assume that

through this strategy, will make students easier and faster to understand a text.

Figure 2.1

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┌─────────────────────┐
│      TEACHER        │
└─────────────────────┘
           ↕
┌─────────────────────┐        ┌──────────────┐        ┌─────────────────────┐
│ The implementation of│  ⇒    │  STUDENTS    │  ⇒    │ Material of reading │
│ Collaborative strategy│       └──────────────┘        │ comprehension       │
│ reading in teachimg │                                 └─────────────────────┘
│ reading comprehension│
│ (CSR)               │
└─────────────────────┘

           ┌──────────────────────────────────────────────┐
           │ The problem faced by the teacher in teaching │
           │         reading comprehension                │
           └──────────────────────────────────────────────┘
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive qualitative research as the research design. The goal of descriptive research is to make the description about the factual phenomena in teaching to get the information. According to Denzin and Lincoln (1994:3) qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. Heigham and Croker (2009:9) say that qualitative research is a very useful research methodology because it is exploratory its purpose is to discover new ideas and insights, or even generate new theories. This research is not necessarily done to predict what may happen in the future or in another setting, what is learned about the phenomenon, participants, or events in the setting can be an end in itself.

Qualitative research is a general term. It is a way of knowing in which a researcher gathers, organized, and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in depth interviews and observations of humans in natural and social settings. Creswell (2014, P. 32) defines that Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In addition, the researcher will describe CSR

applied in teaching reading comprehension at tenth grade students of MTS ISLAMIYAH MALO in academic year 2018/2019.

In this research, the researcher will observe what the implementation use teach of CSR to students. After that the researcher describes and analyzes about teaching reading. In conclusion, the researcher uses qualitative research because the data is in the form of explanation, description, and the interpretation about CSR in teaching reading comprehension at seventh grade students of MTS ISLAMIYAH MALO in academic year 2018/2019.

B. **Setting of The Research**

1. Place of the research

This research will be conducted in MTS ISLAMIYAH MALO especially at the tenth grade students. MTS ISLAMIYAH MALO is located on Jln. Bengawan Solo No. 001 Kec. Malo Kab.Bojonegoro

2. Time of the research

This research will be starting on April 5 to May 10, 2019

3. Subject of The Research

The subject of the research is the English teacher who teaches reading comprehension using CSR.

C. Data and Data Source

The type of the data take is qualitative research. The source of the data in this research includes the data from informant, event, and documents.

1. Informant

   The informant is a person who gives information about the people who provide the information required by the researcher Arikunto (2002:122). The informant is part of population where the researcher must take the sample from the informant to get the data.

   In this research, the researcher chooses the informants, they are the English teacher and the students. As the main informant, the researcher took the English teacher is Mrs. Linda Tahta Alfina, who handles the English lesson for the tenth grade students. As the second informant, the researcher will take some students as the informant about the daily teaching learning process of reading in the class.

2. Event

   The event is the learning process in class where the researcher doing observation. Teaching learning process in teach reading comprehension using CSR. In this research, the event will get from the process of teaching learning of reading at the seventh grade students of MTS ISLAMIYAH MALO.

3. Document

Document is the previous event note in a form of writing, picture or other monumental works from a certain people. The documents which is used by the researcher are lesson plan and syllabus. Document presents data obtained through observation and interviews.

D. The Technique of Collecting Data

According to Creswell (2014, P. 239) the data collection steps involve (a) setting the boundaries for the study, (b) collecting the information through observations, interviews, documents and visual materials, (c) establishing the protocol for recording information. From the explanation above, the technique of collecting data used by the researcher in this study are observation, interview, and documentation. The detail information can be classified as follows:

1. Observation

Sahu (2013:64) states that observation is a planned, carefully and thoughtfully selected method of data collection. A scientific method of observation can result accurate findings and conclusions. The observation consists of the noting activity on systematic about the behavior, the event, the object that have seen and other thing, which is need in supporting the research. According to Heigham and Croker (2009:166) observation is the

conscious noticing and detailed examination of participants behavior in a naturalistic setting.

This observation is to make notes and some important events in the English teaching learning. The note (field notes) was done by the researcher. Related with the problem statements of this research, this observation was to identify the implementation of collaborative strategic in teaching reading, and the problems faced by the teacher in the class. The observation was done when their teacher taught the students.

2. Interview

The interview is a conversation with a purpose. The conversation was conducted by two parties, the interviewer (interviewer) who asked questions and interviewed (the interviewed) providing answers to the questions Moleong (2004, P. 135). Here, the researcher prepares some questions for interview that supposed to be answered by the respondent. After that, it is to know the problems faced by the teacher teaching learning process in teach reading comprehensin using CSR.

The researcher will be interview with the English teacher, the English teachers name is Linda Tahta Alfina. The reasearcher makes interview with the English teacher about how is the implementation of Collaborative Strategic in teaching reading

comprehension and what are the problem faced by the teacher when teaching reading comprehension using CSR.

3. Documentation

Document is a private records that qualitative researcher obtain about a site participant of the study (Cresswell, 2012). Sukmadinata (2010) stated that technical documentation is a data collection technique to analyzed and collect the documents. It provides valuable information in helping researcher understand the phenomena in this research. This research took documentation from the lesson plan and syllabus of teaching reading comprehension by using CSR.

E. Data Analysis

In essence, data analysis in qualitative research is a process that implies that its implementation should have started from the stage of data collection in the field and then intensively after the data is collected or in other words, performed in conjunction with the data collection process. Miles and Huberman (1994: 11-12) state that the data analysis consists of three kinds of activities such as: data reduction, data display and drawing conclusion.

1. Data reduction

Data reduction means summarizing, choosing and focusing the important thing of data. It is intended to find the patterns of the finding based on the social phenomena that happen in the field. Here the researcher reduces the data from the entire data taken

from the observation. It can be from the interview the teacher and students. The reduction is to get the data based on the problem statement. The process is selecting, abstracting, and transforming interview transcriptions, RPP, syllabus, and material. The data was summarized, sorted, and organized.

The researcher selected the entire data from the observation, interview, and documentation. In abstracting, the researcher tried to make the data as simple as possible to be more focus with the problems. While transforming where the researcher transformed the document into one plot which is, lesson plan and syllabus.

2. Display data

Data display is organizing and describing the data from reduction. In this step, the researcher describes the answer of problem statement. The researcher described all the data obtained from observation, interview, and documentation. By interview, observation, and documentation. The researcher are able to know the implementation of CSR in teaching reading comprehension, what factors do support the implementation of CSR in teaching reading comprehension, and the problem faced by the teacher in teaching reading comprehension using CSR. The documentation can be taken from lesson plan and syllabus.

3. Drawing conclusion

The conclusion of the study is a research finding. Drawing conclusion or verification is done if the data collected and analyze are supported by valid, consistent and enough the data. The researcher draws the conclusion on her last research. The conclusion is the result of the analysis based on the problem statement. It is gotten from the researcher observation and interpretation.

F. The Trustworthiness of the Data

The qualitative research needs the validity of the data. Actually the validation of data analysis designates the quality of the researcher result. In this research, the researcher uses triangulation to develop the trustworthiness of data. Heigham and Croker (2009:108) explained that triangulation is important to validate claims and to discover inconsistencies throughout the research process. Meanwhile, Patton quoted by Sutopo (2006:92) distinguished triangulation technique into four, namely: data triangulation (source triangulation), research triangulation, method triangulation, and theory triangulation.

1. Data Triangulation

Data triangulation is also called as source triangulation. Data triangulation is a kind of triangulation that directs the researcher to obtain data by getting the information from one certain source such as from the document that contains the data

which has closely relationship with the problem which is needed by the researcher.

2. Triangulation Researcher

Triangulation researcher techniques is the result of research, whether data can be valid or not by the other researches.

3. Triangulation Method

Triangulation method is done by the researcher to collect the similar data by using different methods or techniques of data collection. In this study, the triangulation methods are done by using observation, documentation, and interview.

4. Triangulation Theory

Triangulation of this type carried out by using more than a theory. For example, an event that occurs in a community theories, such as theory of cultural, political, or economic.

In this study, the researcher uses triangulation sources, namely observation, interview, and documentation. It aims to know how is the English teacher teach using CSR at the seventh grade students of MTS ISLAMIYAH MALO by interviewing with the English teacher and the students in the seventh grade. Based on the research, the researcher finds the source information about English teaching learning process. Then the interview is compared with observation and documentation of the implementation using CSR.