**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

This chapter presents the research finding and the discussion. the research findings are based on the data obtained during the teaching of reading comprehension using CSR technique., and the discussions are based on research finding.

1. **Research Findings**

This section consists of preliminary study and two cycles, cycle 1 and cycle 2. Each cycle consist of two meetings. And the description as follows:

1. **Preliminary Action**

This section presents the findings in the field before implementing the collaborative strategic reading. The researcher wanted to see what problems really were looked forward by the students of MTsN Aryojeding, Rejotangan, Tulungagung. Based on interviewing the English teacher and analyzing the fact data the researcher found that VIII G consists of 42 students but the total number of students who achieve of mastery learning was 67% and the class means score was .

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It showed that it is far from the national passing grade 75. the researcher found the cause of the lower score are :

1. The students are lack of motivation: they often feels bored to read, and shy to answer or afraid to make mistake.

It was indicated when the teacher explained the materials, at the same time, some students disturbed his/her near friends and some others had a chat with his/her partner. Farther more, when they were given a task, some of them had no respond and some delayed it.

1. The students are lack of vocabulary and structure, they always open the dictionary if they find the difficult words, so it needs much time and their grammar weakness is influenced by their L1.
2. The students has no cooperative skills, they are shy and afraid to share their problem in reading with their teacher and friends.
3. The students had low ability in comprehending English text
4. **Cycle 1**

The implementation of the action of the first cycle was conducted in two meetings. Based on the preliminary action, the researcher and her collaborator attempted to socialize the collaborative strategic reading, because the students weren't accustomed to do collaborative learning. Implementation of the action in the first cycle covered planning, implementing of the action or acting in the first and second meeting, observing, and reflecting. implementing of the action or acting in the first and second meeting, observing, and reflecting.

1. **Planning**

In order to the objective of the learning can reach, the researcher and her collaborator prepared the syllabus, lesson plan, and students' worksheet. Beside it to know the process could run well that was suitable with the planning, the researcher prepared the observation sheet for students and teacher as a researcher, too. The teacher asked the collaborator to provide a piece of paper to note whatever happened during learning teaching process by using collaborative strategic reading.

Another preparation was in terms of cue sheet. It consists of the steps of learning teaching process and the students' role as a leader, a clunk expert, an announcer, an encourager, and a reporter. To help the clunk expert the teacher provided the difficult card words, so if a student did not know the meaning of the word, she/he could ask to the clunk expert, but the teacher advised the students to bring dictionary.

In this first cycle the researcher make the teaching learning reading comprehension in which using collaborative strategic reading more interesting and enjoyable, the researcher also prepared a teaching medium It was some visual pictures about animals in pre reading to activate the students' schemata about the topic to be learnt.

1. **Implementing**

At the first meeting of the first cycle discussed a reading text. The implementation was elaborated as follows:

1. **Meeting One**

Based on the designed preparation in Cycle 1, the researcher as the practitioner implemented the collaborative Strategic Reading (CSR). Meeting one of cycle 1 was conducted on Monday 11th June 2012. The application of the strategy implemented four phases (preview, click and clunk, get the gist and wrap up) the last was post activity.

Next it continued into the main activity by arranging students to make a group of four. It took for about 10 minutes. The arranging of the group was based on the score of the test in preliminary study, because the researcher hoped that the high level students could help the low level students, so the male and female students mixed. Beside that, the teacher chose the 5 students to be a leader, a clunk expert, an announcer, an encourager, and a reporter. After the students sat on their groups, the instructional objectives to be achieved were explained to the students in the class. The teacher explained the instructional objectives in English first, but many students could not comprehend them. So, the teacher finally decided to clarify the goal of instruction in Indonesian. The next step the researcher and her collaborators provided the cue sheet. It involved the steps of the learning by using collaborative strategic reading and the students' role (a leader, clunk expert, announcer, encourager and reporter). Then she explained the steps in learning reading comprehension of descriptive text by using collaborative strategic reading and the students' role. The phase entered into the preview by introducing the material to be taught to the students. It was started by showing a teaching medium (some pictures) to them. Based on the teaching medium, some questions were given to the students to activate their prior knowledge related to the topic. The next class activity was asking the students to write down their prediction of the text content or topic in their notebooks. The teacher was helped by the leader, he ordered their friends to give prediction although he said it in Indonesian

After that, the teacher distributed the worksheet containing a reading narrative text and some questions. The text consisted of three simple narrative texts. The teacher asked the students to read it while they were doing click and clunk. So if they found difficult word, they asked to the clunk expert. The teacher asked, "Is everything clicking? Who has clunks about the section we just read?" Students didn't know what the teacher meant and they wouldn't be asked this question. Then the teacher explained that if the students should read the text and if they found difficult words, they could ask them to the clunk expert. After finishing this activity, the teacher ordered the students to do the task on the worksheet and discuss with their group member. While during this activity, she walked around the students. The students who had been as an encourager could not do their task well, because she was shy and still confused with their task. Actually, this student should watch the groups, give feedback and looks for behaviors to praise. She should encourage all group members to participate in the discussion and assist one another. Moreover, She must evaluate how well the group worked together and give suggestions for improvement. The groups restated the main idea, kind of the text, grammar, purpose and generic structure. The teacher assisted the groups who had found difficulties.

After the students did the task, they answered the questions and shared their answer in class. The last they revised their wrong answer.

In the post-reading phase, the teacher led students to make questions by their own words for other groups. It could not run well, because the students found difficulties to construct the questions. They were confused and couldn't use "W or H questions", so the teacher wrote down the questions and their meaning on the board and explained how to construct the questions. After the groups asked and answered each other, the teacher reflected the text and asked the students problems. They were still low in vocabulary and grammar. At the pos-activity the teacher concluded the material and closed the meeting.

1. **Meeting Two**

Meeting two of Cycle 1 was hold on Wednesday, 13th June 2012. the researcher ask the students were asked to sit in groups as the day before. Five minutes later, the students had settled in their group and their place. The class activity was continued by the explanation the instructional objectives to the students. The teacher explained in English. However, the students did not understand the teacher explanation. To solve this problem, the teacher translated them in Indonesian. Next, the teacher provided the cue sheet. This activity was then followed by reminding the collaborative strategic reading and student’s role. Then the activity stepped forward into the pre-reading. The phase entered into the pre-reading or preview by introducing the material to be taught to the students. It was started by showing a teaching medium to them. Based on the teaching medium, the teacher delivered some questions to activate student’s prior knowledge about the topic discussed.

The next class activity, the teacher was asking the students to retell of the story and write the text content or topic in their notebooks. The teacher was helped by the leader, he ordered their friends to translate the story and retell into Indonesian.

On the main-activity (click clunk and get the gist phase), the teacher distributed the worksheet to the students. During the students read the text, the teacher asked the students to read it while they were doing click and clunk. So if they found difficult word, they asked to the clunk expert. The teacher asked, "Is everything clicking? Who has clunks about the section we just read?" Students knew that they would be asked this question and were alert to identify clunks during reading. The clunk expert was very busy to answer the difficult words from her friends. Because many students didn't bring dictionary, it made the atmosphere of the class was very crowded. After finishing this activity, the teacher ordered the students to do the task on the worksheet for about 10 minutes, the teacher and the leader ordered the students to restate the main idea, kind of the text, grammar, purpose of the text and generic structure by discussing with their group members. Next, the activity was continued to do the task. The teacher reminded the leader not to forget read the next phase activity. After answering the task, the groups shared their answer in the class. The teacher reminded the encourager and announcer to do their roles. Then the announcer called on the different group members to read or share their ideas. Nevertheless, he didn't control any students to participate in this discuss, so there were passive students. The encourager just helped the announcer, whereas she should evaluate how well the group has worked together and she did not suggest the groups for improvement. The students discussed their answer, and sometimes the teacher gave assistances.

In the wrapped up phase, the teacher ordered students to make questions by their own story for other groups. It still could not run well, because the students found difficulties to construct the questions. They were confused and couldn't use "W or H questions", so the teacher wrote down the questions and their meaning on the board, explained how to construct the questions and give the example some interrogative questions. After the groups asked and answered each other, the teacher reflected the text and asked the students problems. They were still low in vocabulary and grammar. At the pos-activity, the teacher concluded the material and closed the meeting.

After discussion finished, the teacher asked the students to remind the reporter to read his report about the right answer and the result of the discussion activity, the teacher concluded the material and closed the meeting.

1. **Observing**

The observation was done by the English teacher who acted as observer. During the implementation of the Collaborative Strategic Reading (CSR) technique the researcher wrote down the problem happened during teaching-learning activity. The result of the observation showed that the researcher had implemented every step as it was described in the lesson plan. However, there are some problems happen in every step.

As the observation result on teacher's performance at the first meeting, on the pre-activity, it was found that the teacher needed improvement when she assigned the student’s role as a leader, a clunk expert, an announcer, an encourager and a reporter, whereas the roles needed the students who had good ability, she chose them randomly without concerning the ability of the students, beside the teacher didn't explain the students' role well. So the students who had the five roles could not do it well. They looked confused and overlapped of the roles. On the explaining the collaborative strategic reading, the teacher didn't describe the steps of the learning although it was provided on the cue sheet, but the students still needed clarification clearly, since the strategic was the first time presented.

On the preview phase, the teacher spent too much time to activate the student’s prior knowledge, the student who act only the clever students, responded the questions while the other students kept silent and looked confused, although her medium teaching was suitable with the topic, so the activity took longer time than it should be. On the click clunk and get the gist phase, the teacher didn't explained how to restate main idea, kind, purpose and generic structure of the text, and the structure of the sentence in which was using past tense in students own word. It caused the students found difficulties to construct the words properly. Beside, the teacher could not manage the groups to share their answer of the task in class. The students were still confused to discuss their answers, many students only kept silent and afraid or shy to read their answers. Actually, the teacher should remind an encourager to support the passive students to be active in discussing.

On the wrapped up, she needed improvement in reflecting the presented data and giving feedback. She didn't give useful feedback to classroom members for the student’s difficulties related to learning a narrative text. Besides, not all questions given (literal, inferential and evaluative comprehension questions) could be discussed because the time allotment for finishing this phase was not enough, that is around ten minutes.

In the beginning the members of the groups couldn't communicate each other well. The students did not fully trust each other as a team so that the interdependence, self-accountability, and sharing in terms, interpersonal communication, mutual help, and interaction as the sign of collaborative strategic did not appear. The students were hung to the clunk expert to ask the difficult words.

The observation result showed the student’s participation is classified as good. The percentage of their involvement is only 58%. The students were not serious or reluctant on teacher's explanation about collaborative strategic reading and cue sheet, so when the learning was going on, they were still confused. They found the difficulties in making prediction on topic to be discussed, discussing with their group, making questions answer for other groups and summarizing the text. The students who had special role (a leader, clunk expert, announcer, encourager and reporter) couldn't perform their role properly.

At the second meeting, the teacher's performance went on better than what he did in the first meeting for assigning students role, she had decided to choose the students' based on their ability so the students could do their role well., making group ran well because the students were asked just asked to sit in groups as what they did the last meeting (meeting one). The time allotment in this step of teaching was already more effective. She looked more active and creative to assign the students role, to monitor the students' learning activities in groups, to check the-answer, to motivate them sharing with others and giving assistance among their group members.

On discussing, each group was not so dependent to teacher's help and guidance as in meeting one. Besides, the groups did their task on time that is for about thirty minute. It seemed that some unfamiliar words related to the text and their meaning in Indonesian in which provided by clunk expert were very useful for the students in comprehending the text. Although this phase was better than that conducted in the first meeting, the low achieving students did not actively get involved during the discussion with their group members. As the result, the task mostly dominated by high and middle achieving students. The result of the students' participation was 63%, it means good performance. Likewise, though some improvements were attempted, some parts of activities need improvement.

1. **Reflecting**

Based on the observing and implementing of the cycle 1, the teacher's activity was suitable with the steps in lesson plan, but on many steps, she needed improvement as in explaining the instructional objectives and socializing the collaborative strategic reading to the students, so the students seem confused to follow this strategy. The students were shy and reluctant in doing the task, answering questions, and discussing, because their group was heterogeneous in which consisted male and female, so on the next cycle, the teacher would arrange the students based on the score of the post test in cycle 1 and the same gender. The evaluation on the students' reading comprehension post-test in the first cycle was to evaluate the effect of the application of the collaborative strategic reading (CSR) strategy on the students' reading comprehension. The post test administered on Wednesday, 13th June 2012.

Based on the post-test result conducted in the first cycle, it was found out that the mean score of the student’s reading comprehension test was 72 in which there was improvement of the student’s reading comprehension if compared with the mean score of the preliminary study. Besides, there was also improvement in the numbers of students who achieve mastery learning in the first cycle (77%) if it was compared with the pre-test in which reach only 67%. Although there was a significant improvement in the mean score and the number of students who achieve mastery learning, the criteria set up had not been achieved. Therefore, the next cycle was still needed to conduct and some revisions of the Cycle I were also made to improve the student’s reading comprehension competence.

1. **Conclusion**

From the analysis of the learning-teaching reading comprehension process by using collaborative strategic reading (CSR) strategy, it was found that the students had not been fully active and well-motivated, besides they seemed reluctant to be involve for learning teaching process. From teacher's performance, she had not been able to manage the class and to arrange time allotment well. She needed improvement in explaining instructional objectives, collaborative strategies, and student’s role, In addition, in the preview phase, she should improve in stimulating student’s prior knowledge in preview phase. On the wrap up phase she needed improvement in reflecting presented text.

In term of the student’s result on the reading comprehension post-test in Cycle 1, it was found out that the students means score 72 and 23% of the students had not reach the criteria success or passing grade than or equal to 75 as the minimum criteria set up in study. It was also found out that the students still got the difficulties in the cases of literal, inferential, and evaluative comprehension because most of the students' mistake in answering the items of post test covered the three levels of reading comprehension.

From the description above, it was conclude that treatment given in cycle 1 had not met yet the criteria success used in the study. Therefore, the action research should be continued to Cycle 2 and some aspects of the teaching strategy used (CSR strategy) had to be revised and improved in Cycle 2.

1. **Cycle 2**

This section covered the plan, the implementation of the action, the observation, reflection and conclusion of the second cycle. The second cycle was conducted in two meetings. For the first meeting, it discussed three reading texts. As done in the first cycle, the reading comprehension post-test was also conducted to evaluate the reading comprehension in narrative text. It administered to the students at meeting 2.

1. **Planning**

Since the action in the first cycle had not achieved the criteria success as defined in the study. Some revisions and improvement on the lesson plan were made. Although, the preparation of the action in the second cycle was not totally different from that conducted in the first cycle.

The preparation was on the arrangement of student’s group work in class. On the first cycle was based on the score of the pre-test, but in the second cycle was based on the score of the post test in the first cycle and gender. The main of purpose of it was to encourage the members within the groups to help each other, to share ideas, and to do the tasks more optimally and to avoid embarrassed or reluctant to do discussion. The next preparation was choosing the students for special roles as a leader, a clunk expert, an announcer, an encourager, and a reporter. The teacher selected the students' who had ability suitable with the roles.

The planning for each phase of collaborative strategic reading was set up. It was done because there were many problems dealing with the time division in the first cycle. It was to prevent the teacher spending too much time on particular phase such as on the preview phase. The teacher asked the students to bring the dictionary in order to they were not hung to the clunk expert.

The instructional objectives designed in the second cycle were the same as those the first cycle. Generally, the students were able to find out the explicit information stated in the text (literal comprehension), to find out the implicit information stated in the text (inferential comprehension), and to make evaluation toward the text (evaluative comprehension).

In the second cycle of the first meeting, the teacher chose the teaching strategy used in teaching reading covering three phase: pre-reading (preview), whilst reading (click and clunk and get the gist), Post Reading (wrap up). To make the students interested in the learning teaching, a visual picture about the text to be discussed was also used as a teaching medium. Based on the teaching medium, the teacher delivered the questions to the students to activate their schemata about the text to be discussed.

1. **Implementing**

The action in the second cycle was implemented by the researcher as a practitioner or a teacher. To check whether the learning-teaching reading comprehension in narrative text in cycle 2 suited with the lesson plan, the observation sheets for the teacher and students were used. Besides, the field note and interview guide were still needed to cover what happened during learning teaching process beyond the observation sheet.

1. **Meeting One**

Meeting one of the second cycle was carried out on Monday, 18th June 2012. At the pre-activity after greeting, the teacher checked the student’s attendance. Next, the activity run into the main activity, the teacher assigned a group of four, it was based on the score of the post test in the first cycle and gender. For 5 minutes the students settled in their group. The teacher also assigned the students five roles, namely a leader, a clunk expert, an announcer, an encourager, and a reporter. Then, after delivering cue sheet, the teacher reminding the instructional objectives and the collaborative strategic reading strategy and students' role. The step entered into pre-reading or in the collaborative strategic reading called it preview phase, in this phase the teacher presented the media (a picture) and asked some question to the students to activate their prior knowledge and ordered them to predict what the material to be discussed. The leader helped the teacher to ask their friend to predict about the topic. The students responded some questions well although some of them did not respond them in English.

On the whilst-reading, the activity involved the click and clunk and get the gist activity. After distributing the worksheet, the teacher asked the students to read descriptive text silently. The teacher asked the students to read it while they were doing click and clunk. So if they found difficult word, they asked to the clunk expert or found out in dictionary. The teacher asked, "Is everything clicking? Who has clunks about the section we just read?" Students knew that they would be asked this question and were alert to identify clunks during reading. The clunk expert was not too busy to answer the difficult words because many students brought the dictionary. As they finished reading the text, they were then assigned to restate main idea, kind of text, grammar, purpose and generic structure of the text (get the gist). Next, they asked to do the task and discuss their answer in class. The announcer and encourager attempted the all group to be active in discussion. The last step of this phase was revising the answer of the task.

The next phase was post-reading in which involved the wrap up activity,, he students made questions for other groups. The reporter reported the result of discussion and shared the favorite questions the group had generated. After that the teacher reflected presented text, gave feed back and asked the student’s problem in this meeting. At the end of the meeting, the teacher concluded the material had just discussed.

1. **Meeting Two**

Meeting two of the second cycle conducted on 20th June 2012. Meeting two had three phases as the previous meeting, they were Pre activity, main-activity and post-activity. The main activity involved pre-reading (preview phase), whilst reading ( click and clunk and get the gist phase), and post-reading (wrap up).

At the pre-activity, the teacher greeted students and checked the student’s attendance by asking who absent today was. The phase run into the main activity, in this phase the teacher assigned the students to make a group of four as at the first meeting of the second cycle, so automatically student sat with their groups and she assigned the students who had the special roles as the leader, a clunk expert, an announcer, an encourager and a reporter. Next, the teacher reminded the instructional objectives. After that, she delivered cue sheet and reminded the collaborative strategic reading and students' role.

The class activity then, the pre-reading or in collaborative strategic it was called preview phase, the teacher showed the teaching media , while she was giving questions to activate student’s schemata. The students responded the questions well, although some students answered by using Indonesian. The students were asked to predict the material to be discussed.

The class activity was then continued by distributing the student’s worksheet completed with the narrative reading text and some questions or task covering literal, inferential, and evaluative comprehension questions, they were to evaluate the student's reading comprehension.

The guided silent reading phase the students read the text while they were doing click and clunk. This phase the clunk expert has important role to help their friend to find difficult word, but that day he was lucky because many students had brought dictionary. After finishing reading narrative text the groups should restate the main idea, kind of the text, grammar, purpose and classify generic structure of the text in their own words, this phase called get the gist. The next class activity was answering the questions or doing the task. Their result was discussed in the class. Finishing discussing, the students revised their answer. In this phase the announcer and encourager encourage the members of the groups to participate in discussing.

On the post-reading, the students wrapped up by making questions to other groups. The teacher then, reflected the presented text and asked the student’s problems. At the post-activity, the post-test was done for the second meeting.

1. **Observing**

The observing was conducted during the implementation of the action. In observing, the data was gathered from the observation sheet, field note, interview and the result of test.

The result of the observations during implementation of collaborative strategic reading (CSR) learning process at the second cycle was like the first cycle, it presented from different sources. The first source was from teacher’s and the student’s performances on the first and second meeting in the second cycle during implementing collaborative strategic reading in learning teaching reading comprehension. The following source concerned with the teacher’s and the student’s performance beginning from the pre-activity up to the post-activity.

As the observation result on teacher’s performance at the first meeting, on the pre-activity, it was found that the teacher had improvement when she assigned the student’s role as a leader, a clunk expert, an announcer, an encourager and a reporter, since she chose the students who had good ability, and she could explain the student’s role well. Therefore, the students who had the five roles could do it well. They did not look confused and overlapped of the roles. On the contrary, on the explaining the collaborative strategic reading, the teacher didn’t describe the steps of the learning although it was provided on the cue sheet, and the strategic wasn’t the first time presented, but the student was still confused and needed explanation more clearly.

On the preview phase, the teacher succeeded to activate the student’s prior knowledge, although the clever students dominated to respond the questions, but the low students sometimes responded them. It indicated that there was improvement in activating student’s prior knowledge.

On the click clunk and get the gist phase, the teacher still needed improvement in explaining how to restate main idea, kind, purpose and generic structure of the text, and the structure of the sentence in which was used in narrative text by students own word. It caused the students still found difficulties to construct the words properly. The teacher could manage the groups to share their answer of the task in class. The students involved their selves to discuss their answer, only some students kept silent and afraid or still shy to read their answer. Since the teacher always reminded an encourager to support the passive students to be active in discussing.

On the wrapped up, she improved in reflecting the presented text and giving feedback. Beside she had given useful feedback to classroom members for the student’s difficulties related to learning a narrative text. So almost all questions given (literal, inferential and evaluative comprehension questions) could be discussed.

In the beginning, the members of the groups could communicate each other well. The students could fully trust each other as a team, since they had same gender so that the interdependence, self-accountability, and sharing in terms, interpersonal communication, mutual help, and interaction as the sign of collaborative strategic appeared the students were not too much depending on the clunk expert to ask to difficult words, because the brought dictionary.

The observation result showed the student’s participation is classified as good. The percentage of their involvement reached 77% in the first meeting of the second cycle. The students were not serious or reluctant on teacher’s explanation about collaborative strategic reading and cue sheet, so when the learning was going on, they were still confused. For some students still found the difficulties in making prediction on topic to be discussed, discussing with their group, making questions answer for other groups and summarizing the text. The students who had special role (a leader, clunk expert, announcer, encourager and reporter) could perform their role properly.

At second meeting, the teacher’s performance went on better than what he did in the first meeting for explaining the collaborative strategic reading and making group ran well because the students were just asked to sit in groups as what they did the last meeting (meeting one). The time allotted in this step of teaching was already more effective. She looked more active and creative to assign the students role, to monitor the student’s learning activities in groups, to check the answer, to motivate them sharing with others and giving assistance among their group members.

On discussing, each group was not too dependent to teacher’s help and guidance as in meeting one. Besides, the groups did their task on time that is for about thirty minute. It seemed that some unfamiliar words related to the text and their meaning in Indonesian in which provided by clunk expert and their dictionary were very useful for the students in comprehending the text. Although this phase was better than that conducted in the first meeting, the low achieving students did not actively get involved during the discussion with their group members. As the result, the task mostly dominated by high and middle achieving students. The result of the student’s participation was 92% it means very good performance.

1. **Reflecting**

Based on the observing phase, the teacher’s and student’s performance showed that they had improvement. The teacher had improvement in explaining the implementation of the collaborative strategic reading in her class, the student’s had reached the good category in participation 77% in the first meeting and 92% in the second meeting.

The post test of the third cycle was conducted on 20th June 2012.Based on the post-test result conducted in the second cycle, it was found that there was improvement in the numbers of students who achieve mastery learning in the second cycle 86%, so the result of the second cycle had fulfilled the all criteria success in this study. It did not need continue on the next cycle, the study stopped.

1. **Conclusion**

Based on the analysis of the teaching-learning reading comprehension process by using Collaborative Strategic Reading (CSR) strategy, it was found that the students had been more active and well motivated, besides they were not reluctant to be involve for learning teaching process. From teacher’s performance, she had been able to manage the class and to arrange time allotment well. She had improvement in explaining Collaborative strategies and student’s role.

In term of the student’s result on reading comprehension post test in cycle 2, it was found out that only 14% of the students had not reach the criteria success or passing grade than or equal to 75 as the minimum criteria set up in study. It was also found out the students did not getget difficulties in learning reading comprehension in narrative text.

From the description above, it was conclude that the treatment given in the second cycle had fulfilled the criteria success used in the study. There fore, the action research should not continued to the next cycle. so study was stopped.

1. **Discussion**

In this research was found indicators showing the strength of the application of collaborative strategic reading (CSR) in teaching learning reading comprehension of narrative text. First, the collaborative strategic reading changed from individual to teamwork, from student self – selected to instructor self selected peers, from negative dependence to positive interdependence, and from teacher – centered to learner – centered approach. Second, this strategy increased the student’s motivation, they enjoyed the learning reading comprehension in narrative, they don’t feel bored, besides they are not shy and afraid to share their problem in reading with their friends and teacher. Hence they were more confident to answer the question than before they were involved in learning. Third, this strategy increased the student’s social skill ( to respect and trust others, to give attention in listening to others to communicate ). It taught students how to share and solve the problems in learning more effectively.

In this research, the writer cannot avoid some weakness of the strategy. The strategy is difficult to be implemented, first because the field of the research is the big classroom , which has 42 students so the teacher finds difficulty to manage the class more effectively. It spent more time to set up proper seats to assign into teamwork and to convince the team members, mainly the high achiever that both sides had the same learning advantages in cooperative strategic reading.

Based on the Collaborative Strategic Reading (CSR) conducted in two cycles, it is found that the implementation of the strategy is effective to improve the student’s reading comprehension in narrative text. It can be seen from the improvement of the student’s reading mean score of reading comprehension from preliminary to the post test given at the end of the cycle. The students more open to share their difficulties to their friends and teacher, so the problem can be helped to solved.