

**PROMOTING STUDENTS' READING
COMPREHENSION:
THE INTERVENTION OF STUDENT-SELECTED VS
TEACHER-ASSIGNED GROUP OF
COLLABORATIVE STRATEGIC READING**

THESIS



By:

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**ENGLISH EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH GRESIK
2020**

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Presented as partial fulfillment of the requirements
for Master's Degree of English Education Program

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This is to certify that the Master's thesis of Dini Siti Cholifah "Promoting Students' Reading Comprehension: The Intervention Of Student-Selected vs Teacher-Assigned Group of Collaborative Strategic Reading" has been approved by the thesis advisors for further approval by Board of Examiners.

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This statement is made truthfully to be used accordingly

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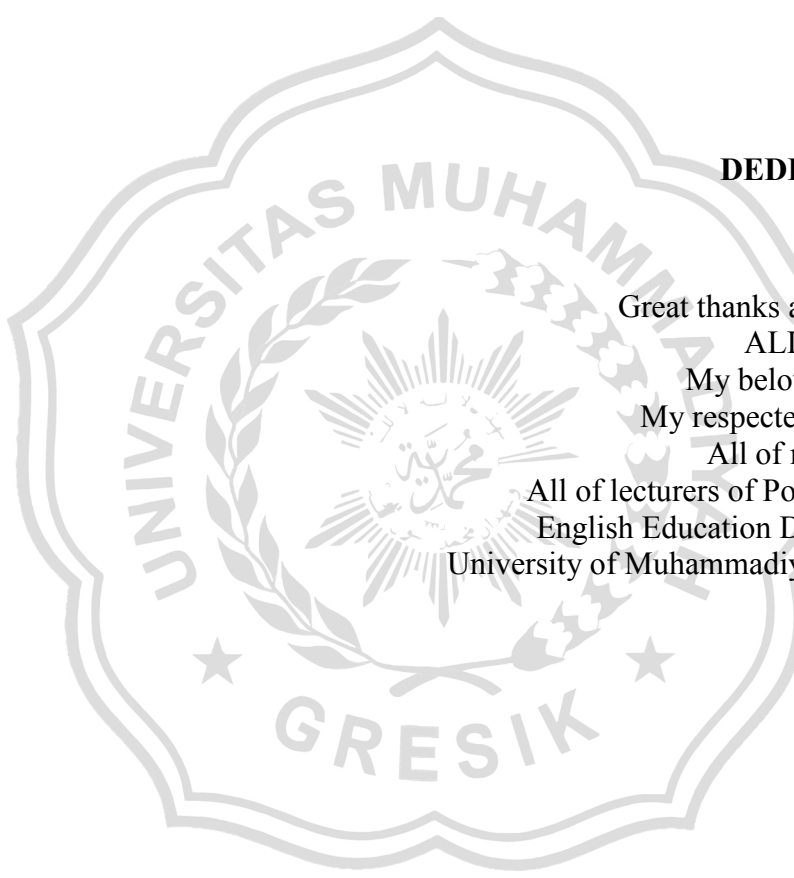
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MOTTO AND DEDICATION

“Seize the Day.”

DEDICATION

The watermark logo of Universitas Muhammadiyah Gresik is a large, light gray emblem. It features a central sunburst with Arabic calligraphy, surrounded by a laurel wreath. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "GRESIK" is at the bottom, flanked by two stars.

Great thanks and love to
ALLAH SWT
My beloved family
My respected advisors
All of my friends
All of lecturers of Postgraduate
English Education Department
University of Muhammadiyah Gresik

ABSTRACT

Cholifah, Dini Siti. 2020. *Promoting Students' Reading Comprehension: The Intervention Of Student-Selected vs Teacher-Assigned Group of Collaborative Strategic Reading*. Thesis, English Education Department, Postgraduate Program, University of Muhammadiyah Gresik. Advisors: (I) Dr. Khoirul Anwar, M.Pd (II) Dr. Yudhi Arifani, M.Pd.

Keywords: *Collaborative Strategic Reading, Reading Comprehension, Group Formation*

Despite myriad studies regarding the positive impacts of Collaborative Strategic Reading (CSR), none has ever addressed the challenges it poses. Putting several students into a group does not guarantee effective collaboration will occur. The success of the collaborative learning process depends mainly on the interaction among students. The group must be structured carefully to improve the effectiveness and facilitate students' learning. This study aims to compare the effect of Student – Selected and Teacher - Assigned Group of Collaborative Strategic Reading on student's reading comprehension. This quasi-experimental study was done on 107 junior high school students consisting of 41 males and 66 females divided into two experimental and one control group. The result of the T-Test indicates that the Teacher-Assigned Group of Collaborative Strategic Reading outperformed the Student-Selected Group. Students in the Teacher-Assigned group were more heterogeneous and balanced in terms of students' cognitive ability and gender leading to a more task-oriented group. This resulted in group productivity which leads to better reading comprehension. Finally, recommendations for further study are suggested.

ACKNOWLEDGEMENT

Alhamdulillah, I would like to express my deepest gratitude by saying thanks to Allah SWT for the mercy and blessing given to me, so that I could finish this thesis.

This thesis would not have come to its final form without generous help, support, advice, and prayers of the following people to whom I am greatly indebted. First of all, I would like to express my deepest gratitude to my advisors Dr. Khoirul Anwar M, Pd and Dr. Yudhi Arifani, M.Pd also the chairmen Dr. Amrin Batu bara, M. Pd and Prof Dr. Agus Wardhono for their suggestions, guidance, comments, and patience during the consultation period until the completion of this thesis. Thank you very much.

My sincerely gratitude is also extended to the head of UPT SMPN 5 Gresik for giving me the opportunity to conduct the research there. Thanks to all of the ninth grade students 2019/2020. My special thanks go to my family and all of my friends for their support.

Gresik, August 25th, 2020

The researcher

Dini Siti Cholifah

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