

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xii
CHAPTER I: INTRODUCTION	1
1.1 The Background of the Study	1
1.2 The Identification of Problems	7
1.3 The Scope of the Study	7
1.4 The Problems of the Study	8
1.5 The Objectives of the Study	9
1.6 The Significance of the Study	9
CHAPTER II: REVIEW OF LITERATURE	10
2.1 Theoretical Framework	10
2.2 Students' Achievement in Reading Comprehension	10
2.3 Reading Comprehension	11
2.3.1 Levels of Comprehension	15
2.3.2 Assessment of Reading Comprehension.....	16

2.4 Genre	18
2.4.1 Expository Text.....	19
2.5 Theories of Learning and Teaching Strategies.....	20
2.5.1 Theories of Learning.....	20
2.5.2 Teaching Strategies	21
2.6 Problem-Based Learning (PBL).....	22
2.6.1 Definition of PBL	22
2.6.2 Characteristics of PBL.....	24
2.6.3 Principles of PBL.....	25
2.6.4 Processes of PBL	25
2.6.5 Strengths and Weaknesses of PBL	27
2.7 Collaborative Strategic Reading (CSR).....	28
2.7.1 Definition of CSR.....	28
2.7.2 Characteristics of CSR.....	29
2.7.3 Principles of CSR	30
2.7.4 Processes of CSR.....	31
2.7.5 Strengths and Weaknesses of CSR.....	35
2.8 Critical Thinking Skill	36
2.9 Relevant Researches.....	40
2.10 Conceptual Framework	41
2.10.1 The difference between students' achievement in reading expository text taught by using PBL and taught by using CSR	41

2.10.2 The difference between students' achievement in reading expository text with high critical thinking skill and low critical thinking skill	44
2.10.3 The interaction between teaching strategies and critical thinking skill on students' achievement in reading expository text.....	46
2.11 Hypotheses	48
CHAPTER III: RESEARCH METHOD	49
3.1 Location of the Research.....	49
3.2 Population and Sample	49
3.2.1 Population	49
3.2.2 Sample.....	50
3.3 Research Design.....	50
3.4 Procedures of Data Collection	52
3.4.1 Pre Test	52
3.4.2 Treatment	52
3.4.3 Post Test	54
3.4.4 Controlling the Treatment.....	54
3.5 Instruments of Data Collection	56
3.5.1 Reading Comprehension Test	56
3.5.2 Critical Thinking Skill Test	57
3.5.3 Try Out the Instrument	57
3.6 Technique of Data Analysis	60

3.7 Statistical Hypotheses	62
CHAPTER IV: DATA ANALYSIS, RESEARCH FINDINGS, AND	
DISCUSSIONS	63
4.1 Data Analysis	63
4.2 Research Findings	79
4.3 Discussions	79
4.4 Limitation of the Research	88
CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND	
SUGGESTIONS	90
5.1 Conclusions	90
5.2 Implications	90
5.3 Suggestions	92
REFERENCES	93
APPENDICES	98-129

LIST OF TABLES

Table	Page
1.1 Average of Students' English Score in SMAN 15	3
3.1 Factorial Research Design 2x2.....	51
3.2 Winer's Model (1971) of the Relationship among Independent Variables, Moderator Variable, and Dependent Variable	52
3.3 The Procedures of the Treatment in the Experimental Classes.....	53
3.4 The Specification Table of Reading Comprehension Test Items.....	56
3.5 The Specification Table of Critical Thinking Test.....	57
3.6 The Difficulty Index Criteria.....	60
3.7 The Discrimination Index Criteria	60
3.8 The Relationship among Hypotheses, Research Problems, and Technique of Data Analysis	61
4.9 The Result of Normality Test.....	71
4.10 The Result of Homogeneity Test	72
4.11 Summary on the Calculation Result of Two-Way ANOVA.....	72
4.12 Summary of the Result on Scheffe Test.....	76

LIST OF FIGURES

Figure

2.1	Student and Teacher Roles in PBL	26
4.1	Histogram on Students' Achievement in Reading Expository Text of Students Taught by Using PBL	63
4.2	Histogram on Students' Achievement in Reading Expository Text of Students Taught by Using CSR.....	64
4.3	Histogram on Students' Achievement in Reading Expository Text of Students with High Critical Thinking Skill.....	65
4.4	Histogram on Students' Achievement in Reading Expository Text of Students with Low Critical Thinking Skill.....	66
4.5	Histogram on Students' Achievement in Reading Expository Text of Students Taught by Using PBL with High Critical Thinking Skill	67
4.6	Histogram on Students' Achievement in Reading Expository Text of Students Taught by Using PBL with Low Critical Thinking Skill	68
4.7	Histogram on Students' Achievement in Reading Expository Text of Students Taught by Using CSR with High Critical Thinking Skill	69
4.8	Histogram on Students' Achievement in Reading Expository	

	Text of Students Taught by Using CSR with Low Critical Thinking Skill	70
4.9	The Effect of Teaching Strategy on Students' Achievement in Reading Expository Text	73
4.10	The Effect of Critical Thinking on Students' Achievement in Reading Expository Text	74
4.11	The Effect of Interaction between Teaching Strategy and Critical Thinking Skill on Students' Achievement in Reading Expository Text.....	75

LIST OF APPENDICES

APPENDIX

1	Critical Thinking Skill Test.....	98
2	Reading Comprehension Test.....	102
3	Lesson Plan for PBL.....	115
4	Lesson Plan for CSR	117
5	The Computation of Validity Test.....	119
6	The Computation of Reliability Test	120
7	The Computation of Discrimination Index and Difficulty Index	121
8	The Description of Students' Scores	122
9	The Computation of Normality Test	123
10	The Computation of Homogeneity Test.....	126
11	The Computation of Two-Way ANOVA	127
12	F Distribution.....	128