# THE EFFECT OF APPLYING COLLABORATIVE STRATEGY READING (CSR)TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTs HUBBULWATHAN DURI

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## Abstract

*The aim of this study is to find out the effectiveness of applying Collaborative Strategy Reading (CSR) on students' reading comprehension. The research design was pre-experimental by giving pre-test and post-test to the class. It involved 36 participants of MTs Hubbulwathan Duri. Two research questions were posted in this study in order to find out the significant effect of using CSR on students' reading comprehension. Pretest and posttest were administered in this study and paired sample t-test was used to analyze the data. The research finding shows that there was significant effect of using CSR on students' reading comprehension. CSR contributed by 80,76 after giving post-test to the students with level of significant is 2.060. So, it can make inference that CSR can be applied in teaching reading comprehension especially at MTs Hubbulwathan Duri.*

*Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penerapan Collaborative Strategy Reading (CSR) pada pemahaman membaca siswa. Desain penelitian pra-eksperimental dilakukan dengan memberikan pre-test dan post-test ke kelas. Penelitian ini melibatkan 36 peserta MTs Hubbulwathan Duri. Dua pertanyaan penelitian dalam penelitian ini adalah untuk mengetahui pengaruh signifikan menggunakan CSR terhadap pemahaman membaca siswa. Pretest dan posttest diberikan dalam penelitian ini dan paired sample t-test digunakan untuk menganalisis data. Temuan penelitian menunjukkan bahwa ada pengaruh signifikan menggunakan CSR pada pemahaman membaca siswa. CSR yang disumbangkan oleh 80,76 setelah memberikan post-test kepada siswa dengan tingkat signifikan adalah 2,060. Jadi, dapat disimpulkan bahwa CSR dapat diterapkan dalam pengajaran membaca pemahaman terutama di MTs Hubbulwathan Duri*

**Keywords:** Collaborative Strategy Reading (CSR) and Reading Comprehension

## INTRODUCTION

Reading is defined as the process of receiving and interpreting information encoded in language via the medium of print. (Urquhart & Weir in Grabe: 2009,

p.14). From the teaching perspective, the emphasis should be on the word understanding. Without understanding, there is no reading. Reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, purposes, and comprehension even when the material is neither easy to understand nor intrinsically interesting.

According to Johnson (2008, p.4), reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning (reading).

Grabe (2009, p.5) stated that citizen of modern socities must be good reader to be successful. Reading skills do not guarantee success for anyone, but success is much harder to come without being a skilled reader. The advent of computer and internet does nothing to change this fact about reading. If anything, electronic communication only increases the need for effective reading skills and strategies as an effort to cope with the large quantities of information made availabe to us.

Practically, it is not easy for students to read materials in foreign language than in their native language. They have to face new vocabularies and structures that are different from that they have in their own language. They sometimes also have to face long, difficult, boring, and uninteresting passages both in the textbooks and test papers. Those things can make the students frustrated and lose their motivation to learn English. The reason for reading will finally simply become learning to read instead of reading to learn.

Harris and Smith (1976, p. 8) stated that reading is a most complex process, requiring very specialized skills on the part to the reader. Therefore, an English teacher should be able to detect and overcome all problems that affect the student's achievement in reading comprehension. Reading comprehension weakness can be caused by internal factors, such as motivation, interest, intelligence, aptitude and attitude.

From this situation, the teacher should not remain passive or give up all efforts to make improvements. According to Grabe (in Simanjuntak, 1988, p.36), the role of the teacher is to facilitate reading, raise consciousness, build confidence, ensure continuity and system, show involvement, and demand performance. It means they should try to get students to read and to develop skills aimed at improving their ability to read. He should be able to be a good facilitator in creating and building an effective reading class. One beginning step for him to do is by providing understandable and interesting reading materials. An understandable text will prevent students from translating it word by word, and it will lead them to have a contextual understanding of a whole text, or at least on sentence by sentence.

The role of a teacher is important to help students in determining how much and what subject they should read. The teacher is a person who should create the world of reading in particular class. He must stimulate students' interest in reading and support their enthusiasm for books or other reading objects.

Furthermore, in teaching reading comprehension, the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it (Hasan, 2018, p.282).

To improve the students' motivation in reading, the teacher should be able to create, to foster and to maintain motivation. To do this most effectively, he/she must have some strategies to teach. It is true that in reading the students must have a purpose and motivation to learn.

Based on preliminary observation at MTs Hubbulwathan Duri, it was found that reading material has been taught by common strategy. They were given materials and then read the text paragraph by paragraph, found the difficult words and then found the meaning of the words, students answer the question from the text, collect the paper and then the teacher gave the true answer to the students. The teacher gave support to students in order to improve their reading comprehension by providing English day. In fact, some students cannot comprehend the reading materials well and their reading comprehension are still far from the expectation of the curriculum.

To find out the solution of the problems, Collaborative Strategy Reading (CSR) strategy were offered to be implemented in teaching reading comprehension. After conducting the treatments, it will be determined whether this strategy appropriate to be implemented in teaching reading comprehension or not.

Collaborative Strategic Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enhance content area learning. CSR teaches students reading comprehension while working in small cooperative groups. It is mostly used with expository text, but can also be used with narrative text. CSR consists of four reading comprehension strategies that are applied before, during, and after reading.  CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up (Klingener & Vaughn, 1996, p. 13).

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement, to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, and also to give positive outcomes for average and high average achieving students (Klingener & Vaughn, 1996, p. 15).

The main aim of this study is to explore the effects of CSR towards the students' reading comprehension at MTs Hubbulwathan Duri. The specific objectives are as follows:
a. To find out of the students' comprehension skill in reading through CSR.
b. To determine  whether there is significant effect of CSR towards the students' reading comprehension skill.

Two research questions are formulated as follows:
1. How  are the students' comprehension in reading skill?

2. What are the effect of applying CSR towards students' reading comprehension skill?

**METHOD**

This research worked on quantitative research through pre-experimental research design in which pretest/post-test were administered. The writer used paired- sample t- test by using SPSS program. Paired simple t-test (also referred to as repeated measure) is used when the researcher has only one group of people (companies, or machines, etc.) and might collect data from them on two different occasions, or under two different conditions (Donald T. Campbell, 1963).

The participants of this study was the eighth grade of MTs Hubbulwathan Duri in academic year 2017/2018 that consisted of 3 classes. The population was 80 students. The researcher used simple random sampling to take a sample. According the Mundir (2013, p.17), "*with simple random sampling, the researcher no more make interval class. The researcher just determines the total of population and the sample that they want*." From eight classes, the researcher took one random class as sample. The sample was VIII[1] (26 students). The following table was the details:

**Table 1. Population and Sample**

| Population | Students | Sample |
|---|---|---|
| Class VIII[1] | 26 | Class VIII[1] |
| Class VIII[2] | 25 | 26 students |
| Class VIII[3] | 27 | |
| Total | 80 | |

Klingener & Vaughn (1996) state the procedure of CSR is as follows:
1. *Preview:* the students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage, (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.
2. *Click and clunk*: the students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader.
3. *Get the gist*: the students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teaching students to re-state in their own words the most important

point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

4. *Wrap up*: the students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

## RESULT AND DISCUSSION

The data in this study were analyzed by using a descriptive statistics of finding frequency, percentages, and total scores; while the data were analyzed by using the statistical method. In this research, the researcher used paired sample t-test in SPSS 17 program.

### *Students' comprehension in reading before taught through Collaborative Strategy Reading (CSR)*

Students' comprehension in reading narrative text before taught through Collaborative Strategy Reading (CSR) can be seen from their pre-test score, and the statistic calculation of the pre-test score in descriptive statistic is presented in the table below:

**Table 2. Descriptive Statistic of Pre-test**

VAR00001

| N | Valid | 26 |
|---|---|---|
| | Missing | 0 |
| Mean | | 66.5385 |
| Std. Error of Mean | | 1.83490 |
| Median | | 70.0000 |
| Mode | | 70.00 |
| Std. Deviation | | 9.35620 |
| Variance | | 87.538 |
| Range | | 30.00 |
| Minimum | | 50.00 |
| Maximum | | 80.00 |
| Sum | | 1730.00 |

Based on the table, total of pre-test score from 26 students was 1730.00 with minimum score was 50.00 and maximum score was 80.00. Mean of pre-test score was 66.5385 that considered to 'Average' category. Median and mode has same value that was 70.00 and the standard deviation from these score was 9.35620. It can be concluded that the mean of students' reading comprehension before taught through CSR was in average level.

**Table 3. The Description of Frequency of Students' Pre-test**

**VAR00001**

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|---|
| Valid | 50.00 | 3 | 11.5 | 11.5 | 11.5 |
| | 60.00 | 8 | 30.8 | 30.8 | 42.3 |
| | 70.00 | 10 | 38.5 | 38.5 | 80.8 |
| | 80.00 | 5 | 19.2 | 19.2 | 100.0 |
| | Total | 26 | 100.0 | 100.0 | |

From the table, there were 3 students who got score 50.5 (11.5%), 8 students got 60.00 (30.8%), 10 student got 70 (38.5%), 5 student got 80.00 (19.2%). It can be seen that the total number of the students was 26 students. The highest score was 80.00 and the lowest score was 50.00. The highest frequency was 10 at the score of 70.00. The lowest frequency was 3 at the score of 50.00. It can be concluded that at this phase most of the students got average score in reading comprehension skill before taught through CSR.

***Students' comprehension in reading after taught through Collaborative Strategy Reading (CSR)***

Students' comprehension in reading after taught through CSR can be seen from their post-test score, and the statistic calculation of the post-test score in descriptive statistic is presented in the table below:

**Table 4. Descriptive Statistic of Post-test**

VAR00002

| N | Valid | 26 |
|---|---|---|
| | Missing | 0 |
| Mean | | 80.7692 |
| Std. Error of Mean | | 1.56137 |
| Median | | 80.0000 |
| Mode | | 80.00 |
| Std. Deviation | | 7.96145 |
| Variance | | 63.385 |
| Range | | 30.00 |
| Minimum | | 70.00 |
| Maximum | | 100.00 |
| Sum | | 2100.00 |

Based on the table, total of post-test score from 26 students was 2100.00 with minimum score was 60.00 and maximum score was 100.00. Mean of post-test score was 80.7692 that considered to 'Good' category. Median value that was 80.00, mode was 80.00 and the standard deviation from these score was 7.96145. It can be concluded that the mean of students' reading comprehension before taught through CSR was in good level. There was an improvement of students' level in reading comprehension after CSR was implemented.

**Table 5. The Description of Frequency of Students' Post-test**

**VAR00002**

|  | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|---|---|---|---|---|
| Valid 70.00 | 5 | 19.2 | 19.2 | 19.2 |
| 80.00 | 16 | 61.5 | 61.5 | 80.8 |
| 90.00 | 3 | 11.5 | 11.5 | 92.3 |
| 100.00 | 2 | 7.7 | 7.7 | 100.0 |
| Total | 26 | 100.0 | 100.0 |  |

From the table, there were 5 students who got score 70.00 (19.2%), 16 students got 80.00 (61.5%), 3 student got 90 (11.5%), 2 student got 100.00 (7.7%). It can be seen that the total number of the students was 26 students. The highest score was 100.00 and the lowest score was 70.00. The highest frequency was 16 at the score of 80.00. The lowest frequency was 2 at the score of 100.00. It can be concluded that at this phase most of the students got good score in reading comprehension skill after taught through CSR.

### *Significant effect of applying Collaborative Strategy Reading (CSR) toward the students' reading comprehension*

In order to determine the data analysis of significant effect of applying Collaborative Strategy Reading (CSR) on the students' reading comprehension skill, the writer used paired sample t-test and the data is presented in the table below:

**Table 6. The Result of t-test from Pre-test and Post-test Score**

**Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | VAR00001 | 66.5385 | 26 | 9.35620 | 1.83490 |
|  | VAR00002 | 80.7692 | 26 | 7.96145 | 1.56137 |

The output of group statistics showed that the post-test mean was 80.7692 categorized as 'Good' category and the pre-test mean was 66.5385 that categorized as Enough category and N (number of the case) was 26. The standard deviation for post-test was 7.96145 and the standard deviation for pre-test was 9.35620. The standard error mean for post-test was 1.56137and standard error mean for the pre-test was 1.83490.

## Table 7. Paired Sample Test

**Paired Samples Test**

| | | | Pair 1 |
|---|---|---|---|
| | | | VAR00001 - VAR00002 |
| Paired Differences | Mean | | -14.23077 |
| | Std. Deviation | | 8.08608 |
| | Std. Error Mean | | 1.58581 |
| | 95% Confidence Interval of the Difference | Lower | -17.49681 |
| | | Upper | -10.96473 |
| T | | | -8.974 |
| Df | | | 25 |
| Sig. (2-tailed) | | | .000 |

From the table 7 above, the output of paired sample t-test showed that the t-value was -8.974, its degree of freedom was 25, significance was 0.000, mean difference was -14.23077, standard error mean was 1.58581, the lower difference interval was -17.49681 and the upper difference interval was -10.96473.

Thus, in interpreting $t_o$, the writer used two ways:

1. By comparing $t_o$ (t-obtained) to $t_{table}$, from df = 25, the level of significance of 5%: 2 = 2,5% = 0,025 (two-tailed) was 2.060. It can be seen that -10.862< -2.060 or $-t_o < -t_{table}$. It means that null hypothesis ($H_o$) was rejected, while the alternative hypothesis ($H_a$) was accepted.

2. By comparing number of significance. If probability > 0.05, null hypothesis ($H_0$) is accepted. If probability < 0.05 alternative hypothesis ($H_a$) was accepted. Because the significance was 0.000 < 0.05, thus, $H_a$ was accepted while $H_0$ was rejected.

## CONCLUSION

Based on data analyzed above, it can be found that students' reading comprehension before CSR at the eighth grade of MTs Hubbulwathan Duri had no difference. The pre-test mean was 66.5385 and it was classified as **Average**. While after taught through CSR had improvement. The post-test mean was 80.7692 and it was classified as **Good**.

At last, the mean of students' Collaborative Strategy Reading (CSR) at the eighth grade of MTs Hubbulwathan Duri showed that there was a significant effect of applying Collaborative Strategy Reading (CSR) on the students' reading comprehension. Therefore, this strategy can be implemented for teaching reading

to the students. However, teacher's creativity is needed to prepare a suitable material. Teacher must facilitate the students to make the class enjoyable by using CSR. At last, it can be concluded that the research findings can be generalized and implemented to other junior high schools.

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