

IMPLEMENTATION OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

This research aimed to finding out the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and interpretative comprehension in English text. It conducted three processes, namely pretest, treatment and posttest consisted of four meetings. The researcher used a pre- experimental method with one group pretest-posttest design. It used a purposive sampling. The total number of sample was 34 students. The researcher used 20 multiple choice tests of reading test as instrument in pre-test and post-test. The research findings indicated that Collaborative Strategic Reading (CSR) gave greater contribution to the students' reading comprehension. In the normality test, the researcher found that $\alpha = 0,05$ for pre-test and post-test data were normally distributed, as the effect obtained for post-test data was 0,088 which is greater than 0,05. The calculation results showed that all significant values for students' reading comprehension using Collaborative Strategic Reading (CSR) were the same, which was $\alpha = 0,05$, with a value of 0,088 ($> 0,05$). Based on the analysis results show that, $F_{count} = 80,718 > F_{table} = 2,78$. So that it can be stated that the implementation of Collaborative Strategic Reading (CSR) to improve students' reading comprehension is homogeneous. Based on the results of the analysis of hypothesis testing shows that the researcher got the data $T_{count} = 8,984 > T_{table} = 1,668$. The significance value = 0,000 ($p < 0,05$). So that hypothesis (H_0) is rejected, and Hypothesis (H_a) is automatically accepted. It means Collaborative Strategic Reading (CSR) can improve significantly to students' reading comprehension.

Key Words: Collaborative Strategic Reading, Reading Comprehension, English Text

I. INTRODUCTION

1.1 Background of Research

There are many languages in the world, including English. Many people speak English, which is an international language all over the world. For most people, learning English is crucial, especially in educational. Listening, speaking, reading and writing are the four skills involved in learning English. Reading is one of the basic abilities in English that must be mastered by students. Husniati (2021) stated that Information and knowledge cannot be obtained if the students do not understand the content and meaning of the text. However, the essential aspect of reading is the comprehension of the context itself.

According to Ratna et al. (2020) reading is an activity in which some abilities are used to process reading text in order to understand the content of entire text. Moreover, reading allows the students' to expand their knowledge of the language in terms of grammar, discourse structure, and vocabulary. Prety et al. (2023) stated that in improving reading comprehension, a technique or method was needed that could be used in the teaching and learning process so that students could be happy and actively involved. There are many techniques or methods which can be used in teaching reading comprehension such as Collaborative Strategic Reading (CSR).

1.2 Problem of Research

The problem of this research are:

1. What is the technique that teacher use to teach reading at tenth grade in SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar?
2. How is the implementation of Collaborative Strategic Reading (CSR) to improve students' reading comprehension at tenth grade in SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar?

1.3 The Aim of Research

The aim of the research were to find out the technique that teacher use to teach reading at tenth grade in SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar and the implementation of



Collaborative Strategic Reading (CSR) to improve students' reading comprehension at tenth grade in SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar.

II. REVIEW OF LITERATURE

2.1 Concept of Reading

According to Girsang (2020) stated that reading is one of the important English skills for students to learn because reading can provide some information for them. The interaction between the researcher and the reader is made possible via text. It is through the text that the researcher encodes his message, and it is also through the text that the reader gets the meaning of the message by decoding it reading is the process of interpreting the symbols of the written words. It means that reading is a very important aspect of learning and must be mastered by students.

Meanwhile according to Sari (2020) Reading is one of the main skills that are needed by the students from elementary school up to university. By reading, the students are able to get a lot of knowledge and information based on what they read. So, without reading the students surely never know about all of the anything which is happen either change in situation of education, economic, or necessary information that occurs.

Based on the definition described above, the researcher concludes that Reading is a vital skill for language learning and academic achievement, as it aids in acquiring knowledge and information. It is essential for students to understand the language used in texts and identify, interpret, and evaluate ideas. Reading is a process that enables interaction between the researcher and the reader, enabling them to decode and understand the message. It is a crucial aspect of learning that must be mastered by students from elementary school to university. Reading provides students with valuable knowledge and information, enabling them to stay informed about changes in education, economics, and necessary information.

2.2 Concept of Reading Comprehension

Goodman & Wood (2004, cited in Octavia & Jufri, 2020:126) stated that reading comprehension is an interactive process between language and thought. This implies that the reader requires a range of skills to access knowledge from a written text. It involves expertise in word identification and their context, in grouping terms into thinking units, and thus sentences may be grasped.

Agung et al. (2022) stated that reading comprehension is essential for students to know about the positive impacts of reading. Students can improve their knowledge and future employment prospects by reading a text or passage. All lessons will be more accessible for them to understand if they read more often. Students must focus on grasping the text's central idea when practicing reading comprehension.

From the definition above, it can conclude that reading comprehension is crucial for understanding the content of a text, improving reading skills and achieving specific goals. It involves understanding the written word, the material being read, and the meanings of the text. Mastery of vocabulary and a range of skills are essential for effective reading comprehension.

2.3 Concept of Collaborative Strategic Reading (CSR)

According to Hwangiin Robert (2022) Collaborative Strategic is a teaching and learning strategy that involved two or more students in a group who have different abilities and thoughts and were jointly engaged in a learning process. In a Collaborative Strategic, when a number of people are in a group, collaboration was a way to relate to each other by respecting and appreciating the abilities and contributions of each group member. In addition, 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).

Collaborative Strategic Reading (CSR) comprises four reading comprehension techniques: preview the text, click and clunk, get the gist, and wrap up (Klingner & Vaughn 1996, cited in Riyawi, 2018:71). Preview is only used before students reading the whole text. Meanwhile, the wrap up is only used after the entire text has been read. The other two strategies, click and clunk and get the gist, are employed several times during the reading process.

In learning using Collaborative Strategic Reading, students are given a role by the teacher because cooperative learning functions well when a meaningful task is assigned to all group members. Given roles must be played regularly so that all students can experience various roles and can get a



turn as a leader. These roles may include leader, clunk expert, announcer, encourager, reporter, and timekeeper (Klinger & Vaughn 1999, cited in Husniati : 2021).

III. RESEARCH METHOD

According to Abutabenjeh (2018) stated that Research design is a critical topic that is central to research studies in science, social science, and many other disciplines. The methodical strategy or guide that describes how to gather, examine, and analyze data for a research study is called a research design. It covers the general plan as well as the techniques and steps used to answer the research questions or hypothesis. The researcher used pre-experimental in this research by using one group pre test-post test design

According to Abdullah et al. (2022), in this design there is a pretest size given to the respondent. The observation of the single pretest was carried out on a group of respondents who were then given treatment. After that, the researcher made observations of respondents with a single posttest at the same size as before.

The population is the students of the tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar in 2023/2024 Academic Year and the total numbers of all the students are 212 students that divided into 6 classes. In this research, the researcher applied purposive sampling technique to select participants to be sample. According to Geoffrey & Peter (2012) the purposive sampling was appropriate sampling technique for this research, which the purposive sampling chosen depend on the experience and knowledge of groups to be sampled. Based on the researcher's experience the students from class X MIPA 2 was having some difficulties in reading an English text. The class that was taken as the experimental class is X MIPA 2 with total 34 students.

The research instrument was reading test which consists of pretest and posttest.

a. Pre-test

Pre-test was conducted to know the students' reading comprehension before the treatment. It was done in experimental class to find out the students' quality before treatment. The result of students' pretest for experimental class is analyzed by the researcher. The students' score of pretest is calculated by the researcher as analysis material from experimental class.

b. Treatment

Treatment was carried for the experimental class. Treatment using Collaborative Strategic Reading (CSR) method. In the treatment process, the researcher carried out several steps :

1. Treatment 1 : the researcher explains about the Collaborative Strategic Reading (CSR).
2. Treatment 2 : the researcher explains about how is the students' role of Collaborative Strategic Reading (CSR).
3. Treatment 3 : the researcher explains about how to read and analyzed a text using Collaborative Strategic Reading (CSR).
4. Treatment 4 : the researcher asked students to read and analyzed a text using Collaborative Strategic Reading (CSR) method based on the explanation that has been taught before.

c. Post-test

According to Arikunto (2009) post test is a tool to measure the final results of research subjects after they receive treatment. It means that post-test is a test that will be given to students after giving pre-test and treatment, then the teacher can find out whether the students understand about the topic or not.

This study tried to describe the effect of treatment of two distinctions using Collaborative Strategic Reading (CSR) and reading comprehension. To analyze the data, the researcher used parametric statistics, t-test. In parametric statistics, there are assumptions which must be fulfill, they are normality test, homogeneity test and hypothesis test.

IV. FINDING AND DISCUSSION

4.1 Data Analysis

a. The Interview

Based the interview above, it can be conclude that the teacher using silent reading method in teaching. The teacher asked students to do silent reading individually and make a focus on their pronunciation, the meaning of the text, general structure and grammatical features. Meanwhile, when the researcher took a teaching practice there, the researcher found that the students still hard to



understand about the main idea of the text, supporting idea, answer the related questions, and the vocabulary content.

b. The Test

The data of students' score for pre test and post test was analyzed by using SPSS version 26.00. The researcher will show and explain about data frequency, statistical table, test normality, test of homogeneity and test of hypothesis. From the result of the data processing, to prove whether there was any significance different between students' ability on reading or not by using Collaborative Strategic Reading (CSR) at tenth grade in SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar.

Normality test is a test that determines if the distribution of data on a group of data or variables normally distributed or not. In this research, the researcher used Kolmogorov-Smirnov formula and the calculations were done by using SPSS 26.00 as follows :

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Pre_Test | .131 | 34 | .146 | .914 | 34 | .011 |
| Post_Test | .140 | 34 | .088 | .965 | 34 | .339 |

The table above indicates that the data is normally distributed with a significance level of 0,05. The p-value obtained from the data processing is also 0,05, which confirms the normal distribution. So, the hypothesis that data on the implementation of Collaborative Strategic Reading (CSR) to improve students' reading comprehension interest is normally distributed can be generalized to the population.

The homogeneity test used to show two or more groups of sample data from the populations whom have same variations. Homogeneity test also used to determine whether several variations the data of populations were same or not. The value of significance (α) = 0.05.

Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|-----------|--------------------------------------|------------------|-----|--------|------|
| Hasil CSR | Based on Mean | 4.421 | 1 | 66 | .089 |
| | Based on Median | 3.919 | 1 | 66 | .052 |
| | Based on Median and with adjusted df | 3.919 | 1 | 63.789 | .052 |
| | Based on trimmed mean | 3.986 | 1 | 66 | .050 |

Based on the table above, the researcher found the significance score of pre test and post test is 0,089. It means the variances of data are homogenous (the population variants are the same) because the significance is greater than α ($0,089 > 0,05$).

ANOVA

Hasil CSR

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|--------|------|
| Between Groups | 26405.882 | 1 | 26405.882 | 80.718 | .000 |
| Within Groups | 21591.176 | 66 | 327.139 | | |
| Total | 47997.059 | 67 | | | |

Based on the table, $f_{count} 80,718 > f_{table} 2,78 =$ at significance level $\alpha = 0,05$ with degrees of freedom (df) = 66. Based on the table above, it means that H_a is accepted, there is significant influence of using Collaborative Strategic Reading (CSR) towards students' reading comprehension at tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar.

The following table showed the result of t-test calculation :

The Hypothesis Test Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -15.000 | 6.936 | | -2.163 | .034 |



| | | | | | |
|-----|--------|-------|------|-------|------|
| Tes | 39.412 | 4.387 | .742 | 8.984 | .000 |
|-----|--------|-------|------|-------|------|

Based on the table above, the researcher found that $t\text{-test} = 8,984 > t\text{-table} = 1,668$ at the significance level $\alpha = 0,05$ and degree of freedom ($df = 33$), then H_0 was rejected and H_a was accepted. It means there were differences in students' reading abilities before and after treatment using Collaborative Strategic Reading (CSR). In other words, the use of Collaborative Strategic Reading (CSR) can improve students' reading comprehension at tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar.

4.2 Discussion

In the normality test, the researcher found that $\alpha = 0,05$ for pre-test and post-test data were normally distributed, as the effect obtained for post-test data was 0,088 which is greater than 0,05. The calculation results showed that all significant values for students' reading comprehension using Collaborative Strategic Reading (CSR) were the same, which was $\alpha = 0,05$, with a value of 0,088 ($> 0,05$).

Based on the analysis results show that, $F_{\text{count}} = 80,718 > F_{\text{table}} = 2,78$. So that it can be stated that the implementation of Collaborative Strategic Reading (CSR) to improve students' reading comprehension is homogeneous (the population variants are the same). Because of the data is homogeneous, the research hypothesis testing is carried out using parametric statistics, namely the two-mean difference test (t-test). The technique of Collaborative Strategic Reading (CSR) that is given can improve students' reading comprehension.

Based on the results of the analysis of hypothesis testing shows that the researcher got the data $T_{\text{count}} = 8,984 > T_{\text{table}} = 1,668$, and df (degree of freedom) = 34. The significance value = 0,000 ($p < 0.05$). So that hypothesis (H_0) is rejected, and Hypothesis (H_a) is automatically accepted. The results of the pre test and post test experienced significant changes. Based on the evidence from the research results, the post-test has a higher score than the pre-test.

From these results it was concluded that there was a significant difference in improving students' reading skills before and after being given treatment using Collaborative Strategic Reading (CSR) as a learning technique. Therefore, the researcher sure that using Collaborative Strategic Reading (CSR) utilized to be used on the students' reading skill in tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar. Because the using of Collaborative Strategic Reading (CSR) as a technique for learning English to reading skill, the students' believe that it was a good technique. The students can discuss each other about some things that they not understand. Also, they can share their knowledge so that they can mastery the material easily. As a result, the researcher have observed that students who have experienced using Collaborative Strategic Reading (CSR) in learning English have found a significant and beneficial for improving their reading skill.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

- The technique that teacher use to teach reading at tenth grade SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar is silent reading. The teacher asked students to do silent reading and make a focus on their pronunciation, the meaning of the text, general structure and grammatical features. The teacher prefers teaching reading by individually because the teacher would like to be focus on their English pronunciation. Then, the teacher asks students to answer some related questions from a text. By doing that task, the students can do it by groups.
- Collaborative Strategic Reading (CSR) is implemented by measuring students' ability in reading from pre test questions that consist of 20 multiple choice questions about narrative text. Then, the researcher applied Collaborative Strategic Reading (CSR) by explain the material first and introduce the procedures of Collaborative Strategic Reading (CSR). The activity include pre reading (preview activity), whilst-reading (click and clunk, and get the gist activity), and post reading (wrap up activity). Then, divide the students into small groups that consist of 5-6 students and tell the students their own role in that group. The students will discuss about the text that has given before. The researcher controlled the students' activity during the time discussion. The last activity, the students must be able to summarize the material by their own word and answer some related questions



After the treatment was given, the researcher gave post test that consist of 20 multiple choice questions about narrative text. The researcher had analyzed the result of pre test and post test using SPSS version 26.00. The analysis results show that, $F_{\text{count}} = 80,718 > F_{\text{table}} = 2,78$. So that it can be stated that the implementation of Collaborative Strategic Reading (CSR) to improve students' reading comprehension is homogeneous. Because of the data is homogeneous, the research hypothesis testing is carried out using parametric statistics, namely the two-mean difference test (t-test). The technique of Collaborative Strategic Reading (CSR) that is given can improve students' reading comprehension. Based on the results of the analysis of hypothesis testing shows that the researcher got the data $T_{\text{count}} = 8,984 > T_{\text{table}} = 1,668$, and df (degree of freedom) = 34. The significance value = 0,000 ($p < 0.05$). So that hypothesis (H_0) is rejected, and Hypothesis (H_a) is automatically accepted. The results of the pre test and post test experienced significant changes. Based on the evidence from the research results, the post-test has a higher score than the pre-test. From these results it was concluded that there was a significant difference in improving students' reading skills before and after being given treatment using Collaborative Strategic Reading (CSR) as a learning technique. Therefore, the researcher sure that using Collaborative Strategic Reading (CSR) utilized to be used on the students' reading skill in tenth grade of SMA Swasta Yayasan Perguruan Keluarga Pematangsiantar. Because the using of Collaborative Strategic Reading (CSR) as a technique for learning English to reading skill, the students' believe that it was a good technique. The students can discuss each other about some things that they not understand. Also, they can share their knowledge so that they can mastery the material easily. As a result, the researcher have observed that students who have experienced using Collaborative Strategic Reading (CSR) in learning English have found a significant and beneficial for improving their reading skill.

5.2 Suggestion

After being involved in the teaching and learning process to conduct classroom action research, the researcher took some notes as suggestions that might be helpful and useful for further learning.

1) Suggestion for Teacher

Collaborative Strategic Reading (CSR) can be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) as one of the ways in teaching reading comprehension of narrative text because it can help the students in comprehending the text easier by work together in groups. Collaborative Strategic Reading (CSR) can provide learners with an opportunity to learn from each other in an active process.

2) Suggestion for Students

In this research, the researcher found out that Collaborative Strategic Reading (CSR) was influence the students. This strategy was effective to increase the students' reading comprehension because they working cooperatively in small group consist of 4-5 students each group. And they have role as a leader, a clunk expert, a gist expert, an announcer, and timekeeper.

3) Suggestion for Readers

In this research, the researcher used Collaborative Strategic Reading (CSR) to help students in Senior High School. The readers may conduct this strategy on different level of students, for example Junior High School. They can apply other kinds of texts, for examples, recount, descriptive, spoof, report, etc.

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