

## The Use Collaborative Strategy Reading to Improve Reading Comprehension

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### ABSTRACT

The problem of the study “Was there any significant difference in reading comprehension between the students who were taught by using CSR and those who were not to the eleventh graders of SMAN 1 Lintang Kanan”. The objective of the study was to find out whether there was significant difference in reading comprehension between the students who were taught by CSR and those who were not. The technique applied in this study was quasi experimental method. The population of this study was all of the eleventh graders of SMAN 1 Lintang Kanan. The total number of population was 208 students. The sample of this research was taken by using purposive sampling. The number of sample was 70 students, consist of two classes were XI Science 3 and XI Science 4. Each class consisted of 35 students. The technique used for analyzing the data both of classes used paired t-test and independent sample t-test. Based on independent sample t-test, result showed that the mean score of post-test in experimental group was 78.26, standard deviation was 6.06. Result of post-test in control group was 62.76, standard deviation was 9.82 and the t-obtained was 7.828 at the significance level 0.000 and df 66, the critical value of t-table was 1.996. So, t-obtained was higher than t-table ( $7.828 > 1.996$ ). The result showed that the mean score for two classes were different significantly. It means that the Alternative Hypotheses ( $H_a$ ) was accepted and Null Hypotheses ( $H_o$ ) was rejected.

### INTRODUCTION

Education in Indonesia has been developed for the past twenty years (Luschei, 2017; Mukminin, et al., 2015; Yusuf et al., 2017; Sofwan & Habibi, 2016; English has been an object to researches for many years (Abrar, 2018 Habibi, et al., 2017, 2018; Hadiyanto, et al., 2017; Mukminin et al., 2016, 2017; Prasajo, et al., 2017; Yusuf et al., 2017).

In addition, Reading is the skill which is formally taught in Indonesia from Elementary School up to the University. According to Jhonson (2008, p.3), “reading

is the practice of using text to create meaning”. Reading is very important because it provides information to the fact that it can give good knowledge to the reader who wants to get the information. By reading the text a lot, we will know what is the information in the text by comprehending the idea in the text about.

Brown (2003) states that reading is as a source to help students learn the second language for final purpose attain the goal in learning process. Then, reading is very important for the students in learning because it gives so many informations in

learning the second language and helps them to understand many things about the translation, grammar and newest information contain in a reading text. Then, reading helps the students in learning English generally. Moreover, reading is necessary by students to achieve the learning goal in English lesson.

We know reading has some particular skills. One of it is reading comprehension. Reading comprehension forces the reader to find some ideas in the reading text and combining them all to get the information from reading text. According to Duke and Pearson (2001), Reading comprehension is a process in which the reader construct meaning using as the bulding materials the information on the printed page and knowledge stored in the reader's head. It means that the reader must arrange what are the ideas contain in the reading text then save it in their brain and use it as the informations from the text.

Many students get difficulties in learning reading. They think that comprehending the text is something difficult to do because they get difficulties in single the word, difficulties in sounding out word, and difficulties in comprehension the

text (Yildirim and Ates, 2012). Those problems on reading also added by students' behave during English lesson. Based on writer experience during teaching learning practice to the school at 7<sup>th</sup> semester, they feel lazy to follow reading lesson because they know nothing about it. Besides they don't have any idea what should they do with this problem during the lesson.

The same problem also happened in SMAN 1 Lintang Kanan. The writer knew it from doing the interview to the English teacher in that school. It was found that the students have problem with their reading skill, especially to the comprehend the text that they learn. They got difficult in comprehending the text, found the main idea in every paragraph, found the sequence from one paragraph to others and even they hard to read it well. They also felt nothing about their problem and supposed it as something usual and not important for them. Then it was influenced for their score on mid semester test.

The teacher must be able to make variations and choose the suitable strategy in order to make students interest in reading. For this purpose, the writer proposed a strategy named CSR (Collaborative Strategy

Reading) to support students' reading comprehension.

CSR is a strategy that make the students do cooperation among of peers (Spisak, 2011). Students also learn main idea and questioning practices that assist them in reflecting on text while reading and guiding group responses to text after reading. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers. CSR teaches students how to monitor their comprehension and also how to use procedures for clarifying understanding when difficulties arise.

Collaborative Strategies Reading can help teachers to let more learners participate actively in the class (Mohammed, 2011). They also can do some ways to help their members group to improve their reading comprehension' skill. Then, by having this strategy the students feel more free to do learning process because they help each other. So, the writer used CSR to help the students improve their reading comprehension. The writer thinks that this strategy is easier and understandable to use for the students because they work in group then they just enjoy the activity which is

make them have more spirit in learning English especially reading. So, the writer hopes CSR help the students to be more creative in following the learning process activity and can attract the students to interest with the reading material.

### **The Concept of Reading**

Reading is process to get information from text. Reading is the best way to get information and add people the knowledge. As long as we practice fluently, our reading skill will always increase. Reading also force us the separate the important from the less important ideas in the reading. We also must read with understanding that is we must think while we read the text.

For the students, it is necessary for them to do reading a lot. By doing it, they can increase their reading speed, pronunciation, fluency and comprehend in reading. They do reading to get the information from the text they are read. According to Antoni (2010), reading is to get meaning from the text. It means that we read a text then we know the meaning of the text and then we will find what is the information contain in reading text. We will get better at reading by practicing. And

conversely, if we do not practice, we will not get better and our skill may deteriorate. Reading is also will integrates visual and nonvisual information. During the act of reading, the visual information found on the page combine 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 (Jhonson. 2008).

(Lytutaya, 2011), reading skills are especially vital in the EFL context because exposure to spoken English is scanty, and reading is very often the only source of comprehensible and meaningful linguistic input that helps unconscious acquisition of the language. In addition to decoding sounds, words, and sentences, reading requires upper-level thinking skills and social awareness (Smartt and Reschly, 2007).

As they confront new ideas, readers use their background knowledge and experiences to construct meaning and form opinions about problems that derive from the text. For those who want to be creators and independent thinkers, literacy goes well beyond simply knowing how to read and

write. In both the native and foreign language, *critical literacy* requires more than passively absorbing what is on the printed page; (Appleman and Graves, 2012) says “it requires attaining a deep understanding of what is read, remembering important information, linking newly learned information to existing schemata, knowing when and where to use that information, using it appropriately in varied contexts in and out of school, and communicating effectively with others”.

### **The Concept of Collaborative Strategy Reading (CSR)**

CSR was found and developed by Klinger and Vaughn in 1998. They state that “Collaborative Strategy Reading is an excellent teaching technique for teaching students’ comprehension and building vocabulary and also working together cooperatively. It means that CSR is a technique that can improve students’ reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Meanwhile Bremer (2002) state that Collaborative Strategy Reading is a reading comprehension practice that combines two

instructional elements : modified reciprocal teaching and Collaborative learning or students pairing. In this statement, reciprocal teaching means teacher and students are working together in summarizing, questioning, clarifying, and predicting the reading materials. Initially the teacher presents the strategies to the whole class using modeling, role playing, and teacher think aloud. The concept of this strategy is engaging students to work in a small cooperative groups.

According to Spisak (2011), CSR teaches students how to monitor their comprehension and also how to use procedures for clarifying understanding when difficulties arise. Students also learn main idea and questioning practices that assist them in reflecting on text while reading and guiding group responses to text after reading. Collaborative learning practices while implementing comprehension strategies in the context of reading are also a critical component of CSR. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers.

While Mohammed (2011), Collaborative learning means a variety of concepts and techniques for enhancing the value of student-student interaction. It refers to the instructional use of small groups in which students work together to accomplish meaningful school tasks. It is a pedagogical technique that has students work together in small and mixed groups on a structured learning task with the aim of maximizing their own and each other's learning. Collaborative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement and practice.

## **METHOD**

In this study, the writer used quasi experimental design: pretest-posttest non equivalent comparison control group design. A quasi experimental design study is conducted when random assignment is not possible (Cohen, Manion & Morisson,

2005). In spite of two or more groups of subject are still compared, the subjects are not randomly assigned to the treatment and control group (Cohen et al., 2005).

In this study, the writer took two classes as control and experiment class. The writer gave pre-test for both of classes. After the test, the writer gave treatment to the experiment class while controlling class was not. Then, the writer gave post test for both classes and comparing the scores test from both classes. If the experiment class' score was higher, means the study was well done and the strategy can be used to reading comprehension at the school.

### **Population and Sample**

Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Fraenkel and Wallen, 2009). In this research, all of the classrooms' students of eleventh grade students at SMAN 1 Lintang Kanan were population. The distribution of the population was in the table 1.

Sample is the smaller group or subset of the total population in such a way that the knowledge gained (Cohen, Manion &

Morisson, 2005). While (Fraenkel and Wallen, 2009), state that "sample refers to any group on which information is obtained".

The writer used the purposive sampling technique. It is a technique that choose the sample determined by the writer with specific consideration (Cohen et al., 2005). The writer used two classes as sample of this research, one class was as experiment class and another one was as control class. The sample of this research was XI Science 3 as experiment class and XI science 4 was as control class which consists of 70 students. The reason choosing these classes were the students' in both classes have problem in reading comprehension. They got difficult in comprehending the text, find the main idea in every paragraph, find the sequence from one paragraph to others and even they hard to read it well. Besides, the score for both classes for English especially reading skill are low. Then, the teacher who taught in their class are same and also total number of the students are same too. It was known from the English teacher's explanation to the writer. So, based on the condition, it had been required the classes as purposive sampling.

### **The Techniques of Data Collection**

In this research, the writer did a research to the eleventh grader of SMAN 1 Lintang Kanan in order to know about the material that had been given by CSR gave influence to the students or not. The writer used the reading test that consist 40 multiple choices.

### **Technique for Analyzing the Data**

In this study, after getting the data from pre-test and post-test, the writer analyzed and the process used statistical calculation by using SPSS program base on the formula :

1. Independet t-test to analyze the significant different of students in reading comprehension from the use of CSR strategy.
2. Use paired t-test to analyze the significant progress in students' reading comprehension by using CSR strategy.

## **FINDINGS**

Based on the findings, the result of paired sample t-test of reading comprehension in experimental class showed that there was a significance progress in the students before and after

treatment by using CSR Strategy After the treatment, most of the students in good category. The improvement could be seen by the mean value of pre-test and post-test. It was also strengthened by the result of paired sample t-test in total aspects of students' reading comprehension. It showed that there was significance progress in the aspects of their reading comprehension between before and after treatment in experimental class, it showed that all the aspects such as; main idea, cloze elides, detail, vocabulary, sequence, and inference had improvement since CSR Strategy had applied.

From the aspects, it was found that in main idea, cloze elides, detail, vocabulary, sequence, and inference were at the significance level of 0.000, 0.000, 0.000, 0.000, 0.000 and 0.000. It meant there was no problem appeared in students' reading comprehension. Overall students' reading comprehension improved after getting the treatment, it also supported by Vaughn et al. (2011), implemented CSR with fourth graders a wide of reading levels. Students in the CRS group significantly outperformed those in control group on comprehension. In a subsequetn, fifth- grade students were

taught to apply CSR by trained classroom teachers during English as second language (ESL) science classes, it was shown that students significantly increased their comprehension from pre- to post- testing.

Furthermore, students in CRS groups spent greater amounts of time engaged in academic-related strategic discussion and assisted one another while using CRS. Moreover, it presents the mean and standard deviations of scores for the treatment classes and Table 3 for the comparison classes at each of the four fidelity data collection points. Among treatment classes, while procedural fidelity scores were highest at Observation 1, the average procedural fidelity remained relatively stable across the four observations.

Global quality of overall instruction and CSR implementation scores peaked at observation 3, while classroom management scores peaked at Observation 2. Still, the average values for instructional quality were relatively stable across observations. Students worked in small groups during 55 of the 64 total fidelity observations, indicating that more often than not, students were engaged in group work during CSR instruction. Overall, these data suggest that

teachers consistently provided moderate quality CSR instruction over time and provide adequate evidence that the procedures were implemented to an extent sufficient to attribute group differences to the implementation of CSR.

Furthermore, in control class the result showed that there was significance difference in students' reading comprehension between pre-test and post-test in control class. There are factors that influenced the improvement. There were some possibilities that the students were active in reading a book.

The writer assumed that the students in control class had good prior knowledge in reading ability, some students in control class had mastered all aspects in reading comprehension. However, although the students in control class got achievement in reading comprehension but the students in experimental class got better achievement than students in control class.

## CONCLUSION

Based on data analysis that was described in the previous chapter, the writer concluded some conclusions. In

experimental class in pre-test of experimental class showed the score was 90, the mean was 65.8585 and control class score was 80, the mean was 56.4776. From the data, there was significant different in student score between two classes. Third, the students found CSR Strategy is meaningful, and made the learning activities more interesting.

It could be concluded that there was any improving of student reading comprehension through CSR Strategy for eleventh grader of SMA Negeri 1 Lintang Kanan. It means that the Alternative hypothesis (Ha) was accepted and Null hypothesis (Ho) was rejected.

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