

THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' READING COMPREHENSION AT ISLAMIC SENIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study was to determine the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension in class X MA Al-Khairiyah Tanjung Jabung Barat and to find out the significant difference between students who were taught with CSR and those who were not. This research is quantitative research with quasi experimental design using total sampling. The population and research sample were class X IPK and X IPS MA Al-Khairiyah Tanjung Jabung Barat. Total population was 44 students. In sampling 22 students in the experimental class and 22 students in the control class. Quasi experiment has been applied in this study with the design of 2 groups pre-test and 2 group post-test. The result of this study show that there is a significant effect on students' reading comprehension after being taught using CSR. This result can be seen from the T-test which show average value of the experimental class pre-test is 54.73 and the average of the control class pre-test is 51.82 while the average value of the control class post test is 63.82 and the average of the experimental class post test is 74.18 higher than the pre-test is 54.73. In the paired sample T-test result sig (2-tailed) 0,000 is smaller than 0.05 this proves H_a is accepted while the independent sample test result sig (2-tailed) is 0,002 < 0.05 it means that there is a significant difference. The researcher concluded that using Collaborative Strategic Reading can improve students' reading comprehension and there is a significant difference between student who are taught with CSR and student who are not taught with CSR.

Keywords: Collaborative Strategic Reading, Narrative Text, Reading Comprehension

A. INTRODUCTION

Reading is one among the foremost important skills a students must process. It is considered the idea of all English language skills. It depends on several processes the foremost important of which is reading comprehensions Mohaidat, and Talal(2018). Reading is an essential mission with inside the gaining knowledge of system and has been studied with the aid of using many researchers the usage of specific studying talents and strategies. It has been the challenge of many conventional research in studying comprehension. Reading skills is an increasingly important area in english teaching. The difficulty of weak reading proficiency has received

considerable critical attention. In understanding any text reading, there's a need to perform various activities which are referred to as reading skills Harmer (2007) cited in Sajid, Muhammad Khalid Mehmood & Hafizoah Kassim (2019). According to Ortileb (2013) cited in Haradasht, Nourzad Pezhman et.al (2020) As a result, reading comprehension is the most fundamental of language abilities and the most crucial goal of the reading process in a second language. According to OECD (2019) a study conducted by the Program for International Students Assessment (PISA) in 2018 on Indonesia reading literacy score 371 points compared to average score of 487 points. Indonesia is ranked 74 out of 79 countries the reading ability category. Based on the interview with Mr. Purnama as a English teacher, in teaching one of problem is interest students in study English is low with an average value of 72, which does not meet the minimum of English at the school, minimum value is 75. because when study students cannot focus and hard to understand the material. The way the teacher teaching is not interesting and boring because teacher just give material to read. The teacher teaches students to read and understand vocabulary, especially question words using auxiliary to matches the nominal or verbal sentence to distinguish the answer sentence.

There are many strategies or methods to push students' motivations that they can enjoy reading books articles or anything related to academic. One of strategy is Collaborative Strategic Reading (CSR). The researcher chose CSR to conduct this study because CSR is a strategy that is carried out in groups, when students read in groups they can share reading content or reading ideas together and students can enjoy when reading and reduce the bored when reading. Collaborative Strategic Reading originally designed by Klingner and Vaughn in 1996 which combines modified reciprocal teaching and cooperative learning Alqarni, Fawah (2015). Klinger, Vaughn, et.al., (2004) cited in Alqarni, Fawah (2015) conducted a quantitative research study with five intervention and five control teachers, from five student school. The results showed that the students in the CSR class greatly improved their reading comprehension.

Based on the problem above, the research finds that students have reading comprehension problems. The lack of interest of students in understanding reading and reading is a boring activity which makes students difficult to understand the ideas of reading. Actually reading can be boring or not depending on how to tech. One of strategic can be used to teach reading

comprehension is Collaborative Strategic Reading (CSR). By using collaborative strategic reading students can work together in group making it easier for them to understand reading comprehension. Based on this case the research also interested to do my research by the title “The Effect of Collaborative Strategic Reading (CSR) on Students’ Reading Comprehension at Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat”.

1. Reading Comprehension

Reading comprehension is the ability to process literature, comprehend its meaning, and integrate it with prior knowledge. Individuals’ ability to comprehend language is determined by their talents and ability to process information Tang, Syamsu et.al (2019). According to Klingner (2007: 8) cited in Tang, Syamsu et.al(2019) The ability to analyze text, understand meaning, and integrate it with what the reader already knows is known as reading comprehension. The ability to comprehend and affect their information processing abilities. Reading comprehension is a multifaceted, complex process that involves various interactions between the reader and what they bring to the text (applicable knowledge, strategy application) as well as variables linked to the text itself (text interest, text type understanding).

Reading comprehension is a lifetime process that varies depending on the depth and breadth of the texts a person reads. Reading comprehension in the target language, particularly English is more difficult than reading comprehension in Indonesia (Sunggingwati and Nguyen, 2013: 81) cited in Susanti, Eliya (2020).

2. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a set of practices aimed at increasing reading comprehension, improving content area learning, facilitating access to higher level readings, and increasing student engagement (Boardman et.al 2015, p.2) cited in AlSafadi H.A (2017). According to Klinger & Vaughn (1998, p.33) cited in AlSafadi H.A (2017) CSR aims to promote reading comprehension and conceptual learning in ways that optimize student involvement and assist them in taking more responsibility for their learning. Abbasnedzhad and Zoghi (2016) cited in Munawati, Afida (2019) CSR is defined as a learning sequence that blends cooperative learning with reading comprehension skills. It establishes a setting in which students can practice a variety of research based reading comprehension skills cooperatively.

According Roland, Dickson (2020) CSR is a reading method that consists of various components and was created to assist pupils in improving their reading comprehension. CSR can be used by students of various reading levels in small and cooperative learning groups to employ comprehension skills when reading factual texts.

Collaborative Strategic Reading (CSR) is a cooperative technique that teaches students how to employ comprehension strategies while collaborating. Previewing is one of the students' tactics providing continuous feedback on the text; choosing between "click" (which I understand) and "clunk" (which I don't) at the end of each paragraph (if you don't understand it); "getting a gist" of the most crucial information key to "tying up" bits of the text ideas Klingner, Vaughn & Bordman (2015) cited in Lisandy, Narindia & Adijaya, Nuryansyah (2019). According Agustina, Eka (2016) it is safe to suppose that collaborative strategic reading (CSR) is a popular instructional strategy in multilevel classroom, with many teachers using it for a year or longer. It might be an excellent design in phases to improve the effectiveness and efficiency of reading instruction. Cooperative study to boost pupils' interest in a pleasant and beneficial way knowledge exists between co- learners. It has the potential to assist pupils in making the most of their English.

B. METHOD

The research was conducted at MA Al – Khairiyah Teluk Nilau which is located on KH. M Yusuf street, Kelurahan Teluk Nilau, Kecamatan Pengabuan, Kabupaten Tanjung Jabung Barat. It was started on second semesters of which is it is September 2022. In this research uses quantitative approach with quasi experimental design. The experimental research design with two groups. This design intent on reveal the casual relationship by using control group and experimental group amounted to 44 students.

In this study, the research used a written test to measure the ability of reading comprehension in narrative text by using CRS. Before using the treatment, the researcher validity it with a lecturer to test the level of instrument validity. If r count is greater than r table and the value is positive then the questioner indicator is declared valid. In collecting data, research used reading test. The test (Pretest and post test) to identify students' reading comprehension before and

after treatment. The research give a test before and after learning. There are two tests that will be given to students in the control class and experimental class namely pre-test and post-test. In analyzing the data it will used normality and T-test and it will also describe the procedure of teaching.

C. FINDINGS AND DISCUSSION

The finding are based on knowing the significant effect of using CSR and the significant difference in the reading comprehension of students who are taught by using CSR and those whore are not. By the result, There is a significant effect of using CSR on students' reading comprehension in class X M.A Al-khairiyah. The result of the post test in the experimental class showed an increase in the score in class X. The average post test score is higher than the average pre test score. There is a significant difference in the reading comprehension of students who are taught using CSR and those who are not. The difference between students who are taught by using CSR is that students are more active, enthusiastic and not bored when learning in class because they can discuss the text they read.

1. Descriptive Analysis

In this section, the researcher explain the test percentages. Based on the results of the pretest before being given treatment and post test after being given treatment in the experimental class and control class.

Table 1. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	22	20	76	54.73	12.969
Pre-test Control	22	20	72	51.82	14.579
Post-test Eksperimen Class	22	40	92	74.18	11.823
Post-test Control Class	22	40	88	63.82	10.653
Valid N (listwise)	22				

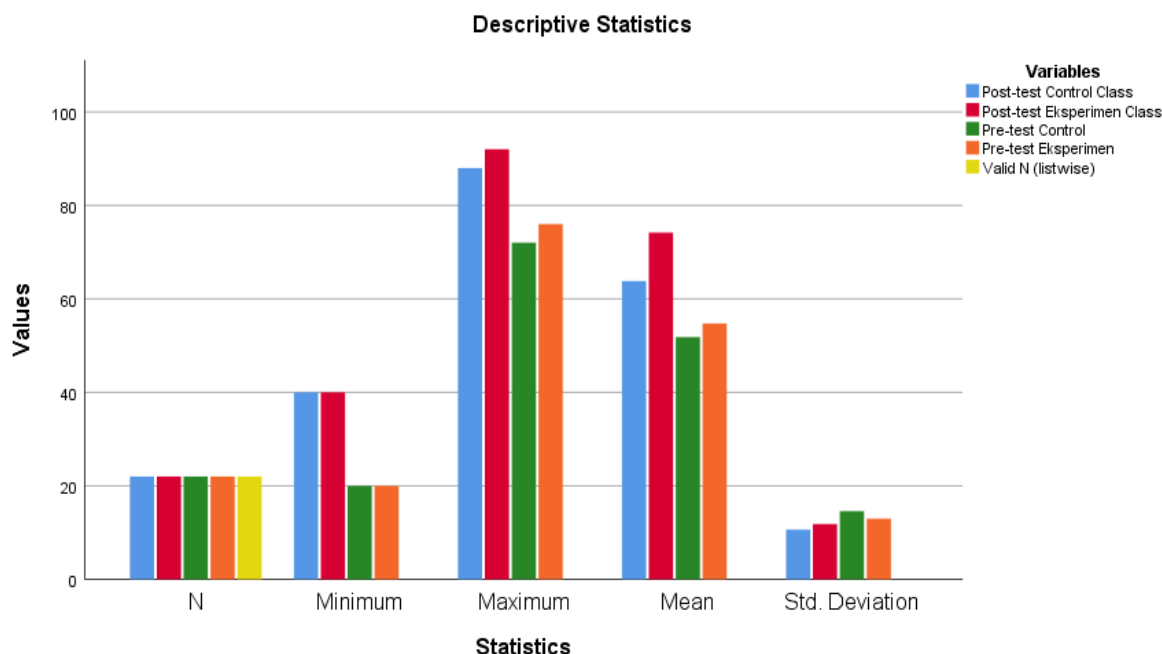


Figure 1. Values of Descriptive Statistics

The average post test score of the experimental class is 74.18 and the average post test score of control class is 63.82. it can be seen that there is a difference between the eksperimen class and control class.

The purpose of this study is to determine whether or not there is significant effect and different values on the achievement of class X students of MA Al-Khairiyah in reading comprehension. The results showed that there was an effect of the groups taught using Collaborative Strategic Reading and those who did not. This can be seen from the results of the pre-test and post test in both of groups.

The average pretest score in the experimental class is 54.73 dan the average pos test scrose is 74.18, while in the control class the average pre test score is 51.82 and the average post test score is 63.82. The experimental class studied English one a week with a teaching duration of 45 minutes x3 each meeting. Meanwhile, the control class had two meetings a week because the teaching time was divided into two, with 1one meeting of 45 minutes x2 and one meeting of 45 minutes. The students are required to perform narrative teks comprehension in each meeting. The results of the study stated that using Collaborative Strategic Reading in learning is effective as evidenced by the significant difference in students' reading comprehension

scores between before and after being taught using Collaborative Strategic Reading. So based on the results of study in according Septiani, Riri (2016) it can be concluded that Collaborative Strategic is an Effective method to improve students' reading comprehension.

From the research of this chapter the data out paired sample statistic show that the average pre-test and post test increased from 54.73 to 74.18. standard deviation is to measure how much variance from the sample the standard deviation of the pre test is $12.969 < 54.73$ and the post test is $11.832 < 74.18$ where the deviation score is higher than average means the average is not homogeneous, whereif the standard devittion is smaller tha the average means the average is homogeneous. Soitcan be concluded that the standard deviations of pre test and post test are homogeneous. That means this research sample almost has the same average. Based on the paired sample T test output data, it is that $t_{count} = 18.312$ $t_{table} = 1.721$ from the comparison, t_{count} is greater than t_{table} , which means that null hypothesis (H_o is rejected) while (H_a is accepted).it can be concluded that there is a significant difference in reading comprehension achievment on narrative text from students of class X M.A Al-khairiyah before and after using CollaborativeStrategic Reading (CSR).

The data on the independent sample T test is the average of the experimentak class after being taught using the Collaborative Strategic Reading is 74.18 and the average of the control class is 63.82. Researchers used the independent sample test because to find out the difference in average score of students between the experimental class and the control class. The meaning of the previous statement is that average after being taught with Colloborative Strategic Reading than without CSR. From table 4.8 the mean difference between the two groups is 10.909 between the lower (21.664) and upper(17,245). So it can be concluded that there is a significant effect of teaching using Collaborative Strategic Reading. Furthermore, the difference between students who are taught by using Collaborative Strategic Reading is that students are more active, enthusiastic, enjoy and not bored because the can discuss text they read

D. CONCLUSION

From the discussion of the previous chapter it can be concluded after conducting researchrs there is significanteffect on students' reading comprehension after being taught using

Collaborative Strategic Reading (CSR). This is evident from the result of the T test which shows the average students score. The pre test value in the control class was 51.82 and the average pre test value in the experimental class was 54.73, while the results of the average post test in the control class were 63.82 and the experimental class post test results were 74.18 this value was higher than the average pre test. Based on paired dample test show that sig (2-tailed) 0.000 which is smaller than 0.05 So the result conclude that there is significant effect between students who are using Collaborative Strategic Reading method and who are not.

Based on the independent sample show that the mean difference is 10.909, sig (2-tailed) 0.002 < 0.05 therefore, concluding there is a significant difference in the impact of students' reading comprehension between the control class and the experimental class.although there is an increase in the control classbut not more than the experimental class. In summary, the researcher found that there is a significant effect and high difference on the students' reading comprehension between those who using Collaborative StrategicReading and those who were not at M.A Al-khairiyah.

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