THE IMPACT OF COLLABORATIVE STRATEGIC READING (CSR) WITH DIRECT INSTRUCTION TO STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

Article

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Menyatakandengansebenarnyabahwajurnalilmiah   yang sayatulisinimerupakanhasilkaryasayasendiridanbukanpengambil-alihantulisanatauhasilpikiran orang   lain   yang   diakuisebagaihasiltulisanataupikiransayasendiri.   Apabila   di kemudianharidapatdibuktikanjurnalilmiahinihasiljiplakan, makasayabersediamenerimasanksiatasperbuatantersebut.

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The Impact Of Collaborative Strategic Reading (CSR) With Direct Instruction To Students'
Achievement In Reading Comprehension

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ABSTRACT

Key words: Collaborative Strategic Reading, Direct Instruction, Reading.

Many variations techniques are offered in teaching English skill especially reading. One of them is Collaborative Strategic Reading (CSR). But, CSR has disadvantage in which students need a guiding while doing CSR, so then researcher combine with Direct Instruction in teaching reading descriptive text. The objective of this study is to find out students who are taught by using CSR with Direct Instruction have higher average in reading comprehension score of descriptive text than control group. The design of this research was quasi experimental in which used nonrandomized control group design. The population of this research was the tenth grade students SMKN 1 MojoanyarMojokerto.The researcher determined the sample based on English Teacher's suggestion, but determined which as experimental or control group by using lottery. They are X KI-2 as experimental group who are taught by using CSR with DI and X PBK-1 as control group who are taught by using CSR. both of groups consist of 29 students. The instrument to collect the data was tests which are pretest and posttest. In determining the validity and reliability of the test, researcher calculated the result by using SPSS. Then in testing hypothesis, researcher calculated the mean posttest score both the group by using SPSS 16 program with formula Independent Sample T-Test.Based on the result, the data was normally distributed and homogenous. Independent Sample T-Test showed that the significance level is 0.000. CSR with DI as independent variable showed 0.000 lower than (<) $\alpha= 0.05$. It means that Ho was rejected and Ha was accepted. In conclusion, researcher conclude that students who are taught by using CSR with DI have higher average in reading comprehension score of descriptive text than control group.

A. **Introduction**

Collaborative Strategic Reading (CSR) is one of technique in teaching reading. Theory of Palincsar& Brown (1984) showed that Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies. It means that using CSR technique is appropriate in teaching reading comprehension.Klingner, Vaughn, &Schumm (1998) stated that students in CSR group greater gains in reading comprehension and equal gains in content knowledge.

On the other hand, Hitchcock et al., (2011) stated that CSR didn't have statistically significant effect on student's reading comprehension score. They suggested to future researcher who implemented CSR have to give intensive training and coaching students during CSR treatment. It is needful to combine Collaborative Strategic Reading (CSR) with Direct Instruction in teaching reading comprehension. Direct Instruction was chosen because itgive strong effect to increase students' reading achievement (Adams &Engelman, 1996). Therefore, researcher applied CSR with Direct Instruction in teaching reading comprehension

Researcher conducted this study to know the impact of Collaborative Strategic Reading (CSR) by Klingner& Vaughn (1996) with modified of Direct Instruction by Bruce & Marsha (2004) to students' posttest reading comprehension.The text that was comprehended is descriptive text especially describing person that drawn person's physical appearance and characteristic (non-physical). This research focused in teaching the generic structure and language feature of descriptive text.The skills that they have to master are recognize grammatical word classes (micro skill) and described events especially detect such relations as main idea (macro skill). This research hopefully give evidence scientifically about empirical result that showed the impact of CSR with Direct Instruction to students' reading achievement in reading comprehension.

B. Method

This research was conducted by using one of quantitative designs. Researcher used Quasi Experimental because impossible to randomly assign the sample. There are many designs in Quasi Eperimental, but in this research used Nonrandomized Control Group design because researcher conducted this study in Educational field(Ary, 2010:316).

Researcher needed two groups, those group are experimental group and control group. Then, researcher gave CSR and DI method to experimental group, otherwise control group were taught by using CSR method. After giving the treatment, both of the groups were given posttest.

Researcher took the population of tenth grade students of SMKN 1 MojoanyarMojokerto in academic year 2018/2019. Then, researcher took sample by using purposive sampling technique. The taking of sample group which was intact group, it means that researcher didn't make new group. So, researcher took sample based on English teacher of SMKN 1 Mojoanyar recommendation. The classes that were chosen are X KI-2 and X PBK-1 as a sample. Researcher determined X KI-2 as experimental group and X PBK-1 as control group by using lottery.

Researcher used test to get the data, so the instrument of this research is reading comprehension test.they are pretest and posttest, both of them were validated and reliable. In validating the content of the test, researcher validated to expert. On the other hand, researcher calculated the construct validity by using SPSS 16. Based on the construct validity, the tests that were valid are 20 items in pretest and 20 items in posttest.

After preparing the test, researcher collected the data. At the first, conducting pretest, giving treatment (CSR with DI), and then conducting posttest to tenth of KI-2 (Kimia Industri 2) as experimental group on 13rd January 2018. After that conducting pretest, giving treatment (CSR), then conducting posttest to tenth of PBK-1 (Perbankan 1) as control group on 15th January 2018. Then, researcher used SPSS to calculate the data that was got. Researcher used Independent Sample T-Test to testing the hypothesis. It caused the data that

was got showed that the sample has normality distributed and homogenous, besides there are 2 samples in which experimental and control group that were given different treatment.

C. Finding

Researcher used SPSS 16 especially Independent sample T-test to calculated the data. The result as follows:

Table 4.5

Group Statistic

Group Statistics

	strategy	N	Mean	Std. Deviation	Std. Error Mean
posttest	CSR & DI	29	79.31	10.240	1.902
	CSR	29	51.72	13.180	2.447

The table Group Statistic above approved the comparison the mean score both experimental and control group. Based on table above, the mean of experimental group was (79.31) in which greater than (>) control group was (51.72). So, students in experimental group was taught by using CSR and DI got better posttest score than students in control group.

Table 4.6

Independent Sample T-Test

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pos ttes t	Equal variances assumed	.707	.404	8.9 01	56	.000	27.586	3.099	21.377	33.795
	Equal variances not assumed			8.9 01	52. 777	.000	27.586	3.099	21.369	33.803

Based on the table Independent Sample T-Test showed that the (Sig.) value of Levene's Test for Equality of Variances was 0.404 in which was higher than 0.05. Thus, both of experimental and control group have same variance.

The researcher determined the result based on the criteria of significance value. If (Sig. 2-tailed) was greater than α= 0.05 means that the null hypothesis (Ho) was accepted, but if (Sig. 2-tailed) value was lower than α= 0.05 means that the null Hypothesis was rejected. In t-test for Equality of Means showed that the Sig. 2-tailed was 0.000 was lower than (<) α= 0.05. Therefore, researcher concluded that Ho was rejected or Ha was accepted.

D. Discussion

In answering the research question, researcher pay attention to table 4.5 and table 4.6. Table 4.5 showed the means score both group. The average score in experimental group was 79.31 greater than control group 51.72. So, the students in experimental group have higher average in their reading comprehension than students in control group.

Then, Table Independent Sample T -test (table 4.6) supported the result of table 4.5. Table 4.6 also answered the problem of study in which testing the alternative hypothesis (Ha). Based on the table 4.6, Ho was rejected because the significance value (Sig. 2-tailed) of t-test for Equality of Means in Independent Sample T-test was lower than 0.05.. Therefore, Ha was accepted.

Researcher concluded that Collaborative Reading Strategic (CSR) and Direct Instruction (DI) gave impact to students' reading achievement, especially increase their score in reading comprehension. Therefore, the answer of research question in this research is students who are taught by using Collaborative Strategic Reading (CSR) with Direct Instruction (DI) have higher average in reading comprehension score of descriptive text that control group who are taught by using Collaborative Strategic Reading (CSR).

E. Conclusion and Suggestion

Researcher concluded that the students who are taught by using Collaborative Strategic Reading (CSR) with Direct instruction (DI) have higher average in reading comprehension score of descriptive text than control group who are taught by using CSR strategy. Beside that, the researcher founded that Collaborative Strategic Reading (CSR) with Direct Instruction in teaching reading descriptive text for tenth grade students in SMKN 1 MojoanyarMojokerto were effective. Therefore, CSR with DI gave a big effect in part of speech especially pronoun, verb and adjective.

At the last, researcher suggested that other researcher can settle Collaborative Strategic Reading (CSR) with Direct Instruction as one of references in conducting new

research. Moreover, researcher recommended to other researcher to combining with the other strategy that the steps give detail direction to identify the main idea of the text.

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