

THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS' READING COMPREHENSION

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Abstract

The purpose of this research is to know the effect of using Collaborative Strategic Reading on students' reading comprehension in descriptive text with authentic material. The design of this research was quasi-experimental in which used nonrandomized control group design. The researcher determined the sample by using purposive sampling technique. The research samples are X MIPA 11 as experimental group and X MIPA 12 as control group. Both of groups consist of 35 students. The instrument of this research was a test (pre-test and post-test). The researcher used Independent Sample T-Test formula using the SPSS to analysis the data. Based on the result, the data was normally distributed and homogenous. The Independent Sample T-Test showed that the significant value (Sig. 2- tailed) is 0.000 which lower than 0.05. The mean score of experimental group was 83.43 and the mean score of control group was 66.14. It means H_a is accepted and H_o is rejected. It can be concluded that there is significant effect of using CSR in teaching reading descriptive text with authentic material on students' reading comprehension at SMA Budi Utomo Perak.

Keywords: Reading Comprehension, Collaborative Strategic Reading, Descriptive Text.

Introduction

Reading in English is considered one of the most important language skills. The process of reading is not only to read a text but also to find out the meaning of the word so the reader can get information from what they have read. The main basis to support the reading process is reading comprehension. Most students in Senior High School have difficulties in reading, especially in reading comprehension. Students in Senior High School still faced some problems and difficulties in reading. Most students have difficulties in understanding the meaning of the text they read and they are not familiar with the vocabulary in the text. The teacher needs to select an appropriate strategy to help the problems faced by students in reading comprehension. Collaborative Strategic Reading (CSR) is

one of many strategies for teaching reading. CSR originally designed by Klingner and Vaughn in 1996 to combine modified reciprocal teaching and cooperative learning (Anwar, 2020). Collaborative Strategic Reading (CSR) is expected to solve the problem and also give a good improvement in students' reading skills. The purpose of Collaborative Strategic Reading is to help the students with their difficulties in reading comprehension to improve their reading skills.

Method

This research used a quasi-experimental specifically with a nonrandomized control group design. According to Sugiyono (2015), this design is not possible to randomly assign subjects to treatment groups, so experimental groups and control groups are not chosen randomly. The first is called the experimental group which is given treatment by Collaborative Strategic Reading (CSR) and the second is called control group which is given non-CSR.

The data collection used in this research is a test (pre-test and post-test). There are some procedures to collecting the data. First, the researcher prepared a reading test as instrument. Then, researcher gave the pre-test to both classes which consist of 20 items of descriptive text. After that, researcher gave the treatment by using CSR in Experimental Class and using non-CSR in Control class. The researcher provided a post-test after treatment was done. After getting the data, the researcher analyzed the result of the data used SPSS.

In this research, the researcher takes a sample with a purposive sampling technique because of particular judgment. According to Sugiyono (2015), purposive sampling is usually done for considerations for example due to limited time, effort, and funds that cannot take a large sample. The researcher take the sample based on the English teacher of SMA Budi Utomo Perak's recommendation. The classes that are chosen include X MIPA-11 and X MIPA-12 as the sample.

The researcher used test to get the data, so the instrument of this research is reading comprehension test. The researcher uses multiple choice and cloze task that consist of twenty items of descriptive text. In this research, the researcher analyzed the data by using SPSS. The researcher used Independent Sample T-

Test to find out the differences between students who are teaching by using CSR strategy and those who are not. Before testing the hypothesis, researcher use normality and homogeneity test.

Finding

Before testing the hypothesis, researcher conducted normality and homogeneity test. The normality test in this research used Kolmogorov-Smirnov. The results can be said to be normal if the significance value is more than .05 (>.05). The result of normality tests are presented below:

Tests of Normality				
CLASS		Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
SCORE	EXPERIMENT	.133	35	.122
	CONTROL	.106	35	.200*

Based on the table above, it can be seen that the significance of pre-test score in experimental class is 0,122. It can be concluded that the data are normally distributed because $0,122 > 0,05$. Meanwhile, the significance of pre-test in control class is 0,200. Therefore, the data are also normally distributed because $0,200 > 0,05$. In other words, the pre-test result in both class are normally distributed.

The next step of the calculation was finding the pre-test and post-test homogeneity of the data by using SPSS, specifically by using *Kolmogorov-Smirnov* method. The results can be said homogeneous if the significance value is more than .05 (>.05). The result of homogeneity test are presented as follows:

Test of Homogeneity of Variance			
Levene Statistic	df1	df2	Sig.
.081	1	68	.777

The table shows that the significance of pre-test result between experimental and control class is 0,777. Therefore, researcher concluded that both of experimental and control class are homogenous.

In this research, the researcher used Independent Sample T-test to testing the hypothesis. It caused the data showed the normality distributed and homogeneous. Besides that, there are 2 samples in which experimental and control class that were given different treatment. The table below shows the result of hypothesis testing:

		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
									Lower	Upper
POSTTES T	Equal variances assumed	3.202	.078	6.821	68	.000	17.286	2.534	12.229	22.343
	Equal variances not assumed			6.821	62.055	.000	17.286	2.534	12.220	22.352

It can be seen from the calculation of reading test result between the experimental class and the control class. Form the table above, sig. (2-tailed) = 0,000 so the H_1 is accepted because $0,000 < 0,05$. It can be conclude that there is a different result of reading test between the experimental class which were given CSR strategy with authentic material and the class control which were not.

Discussion

Based on the data analysis of the hypothesis testing in this research, could be stated there was a significant effect of using CSR with authentic material on students' reading comprehension. The Independent T-test answered the problem of the research. The number of significance was 0,000 so the H_1 is accepted and H_0 was rejected because $0,000 < 0, 05$. It conclude that there was significant effect of using CSR strategy in teaching reading comprehension of descriptive text with authentic material at the tenth grade students of SMA Budi Utomo Perak.

The finding of this research is relevant with the previous studies. Research from Gani, et al., (2016) found that Collaborative Strategic Reading can improve students' reading skill. The result of her research showed that the students who were taught reading using CSR achieved better scores than those who were taught using the non-CSR strategy. This strategy gave positive impact in their social

relationship and interaction in the classroom. It is relevant with the finding of the present research which showed that the students of experimental group have higher average in their reading comprehension than students in control group. Additionally, the use of CSR strategy in teaching and learning process could also boost the classroom atmosphere through active discussion between teacher and students, or among the students themselves.

Moreover, study conducted Husni, et al., (2017) found that CSR strategy contributes very much to increase students' achievement in reading narrative text. Rahayu (2018) found that CSR was effective to enhance students' reading comprehension of recount text. Muziatun, & Katili (2020) also found that there was significant effect of using CSR on students' reading comprehension of exposition text. On the other side, researcher used descriptive text with authentic material in teaching learning process. The research finding found that there was significant effect of using CSR on students' reading comprehension of descriptive text with authentic material.

Collaborative Strategic Reading (CSR) gave significant effect on students' reading comprehension, especially increase their score in reading skill. Therefore, it can be proved that Collaborative Strategic Reading by using authentic material is effective for students' achievement in reading descriptive text.

Conclusion

The researcher found the significant difference between the experimental and control group. It can be seen by significant value (Sig.) was $0,000 < 0,05$. Besides, the mean score of the experimental group was higher than the mean of control group. It means that the alternative hypothesis (H_1) was accepted while null hypothesis was rejected. Thus, researcher concluded that the students who are taught by using Collaborative Strategic Reading (CSR) in reading descriptive text with authentic material have higher average score than control group which were not. In conclusion, the researcher stated that there is significant effect of using Collaborative Strategic Reading (CSR) in teaching reading descriptive text with authentic material for tenth grade students in SMA Budi Utomo Perak.

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