



The Effect of Using Collaborative Strategic Reading (CSR) Toward Students Reading Comprehension at Eleventh Grade of SMA Negeri 1 Banuhampu

Wanda Azizah¹, Elsi Amiza², Merry Prima Dewi³, Syahrul⁴

^{1,2,3,4} Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

Corresponding Author: ✉ wandaazizah2110@gmail.com

ABSTRACT

This research aims to explain the effect of using Collaborative Strategic Reading (CSR) on students' reading comprehension in the eleventh grade of SMA Negeri 1 Banuhampu. To explain the effect, researchers used experimental research with a quasi-design. The location of this research was taken in class XI of SMA Negeri 1 Banuhampu with a sample size of 70 students. Based on this text, researchers found a significant effect of using Collaborative Strategic Reading on students' reading comprehension, with results of Sig. (2-tailed) is $0.000 < \frac{1}{2} \alpha$ (0.025). It can be concluded that there is an influence produced by the use of CSR in reading comprehension. This research also looks at the difference in average scores in the post-test results of the two classes, where the experimental class score is higher than the control class with a score of $72.31 > 68.53$ with a comparison score of 3.78. It can be ascertained that the research conducted by researchers produced results in seeing differences in the use of Collaborative Strategic Reading (CSR) on students' reading comprehension.

Reading Comprehension, Collaborative Strategic Reading (CSR)

ARTICLE INFO

Article history:

Received

01 April 2024

Revised

20 May 2024

Accepted

01 Juni 2024

Key Word

How to cite

Doi

<https://pusdikra-publishing.com/index.php/jsr/index>



This work is licensed under a

[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Reading is included in one of four language skills, the main key to gaining knowledge. In the learning process, reading is the best way to gain knowledge. By reading, someone can gather information and communicate well because they are equipped with adequate vocabulary. By reading, someone can gain new knowledge from the text they have read.

Reading comprehension is related to knowing the meaning of the text. obtaining the main idea is a form of active involvement of the reader, and also by providing opinions regarding the content of the text, as well as answering questions regarding the content of the reading (comprehension). According to (Brown, 2001), reading comprehension is about developing strategies and understanding appropriately and efficiently. By using the right strategies and ways of thinking, readers can understand

the content of the text correctly. Therefore, with the knowledge and strategy they gain, they are expected to become good members of society who can take real action to solve certain problems.

Strategy is a technique needed to achieve a goal. Strategies can change the atmosphere in the learning process to feel different so that students feel comfortable during the learning process. Strategy is a pattern that teachers use in the learning process so that students can think freely. Therefore, learning to read will feel different if you use strategies. Another strategy that can be used in teaching reading comprehension is the CSR (Collaborative Strategic Reading) strategy.

CSR can help students make it easier for them to understand the meaning of text quickly. As stated by (Vaughn, 1998), Collaborative Strategic Reading (CSR) is a strategy that can be used to teach reading comprehension and improve students' abilities in reading comprehension. CSR is implemented to enable students to study in groups or pairs and teaches students to write about what they have learned at that time. Reading activities will be more fun and students will understand reading more easily because this strategy can awaken students' reading skills by demonstrating them. Therefore, it is hoped that the CSR strategy can be an alternative to teaching reading comprehension, which previously only used traditional strategies, namely lectures.

CSR is useful for helping students learn reading comprehension. As stated, by (Vaughn, 1998), Collaborative Strategic Reading (CSR) is a good strategy for teaching reading comprehension to students, in this strategy students are taught to build their vocabulary by discussing with their group. CSR is implemented to enable students to study in groups or pairs and teaches students to write about what they have learned at that time. Reading activities will be more fun and students will understand reading more easily because this strategy can awaken students' reading skills by demonstrating. Therefore, it is hoped that the CSR strategy can become an alternative strategy for teaching reading comprehension which previously only used conventional methods.

It was based on the preliminary research at the 11TH grade of SMA Negeri 1 Banuhampu through observation from May 17 to May 27, 2023, after conducting interviews with several teachers and questionnaires from students. The result found several problems. The first is the lack of students' comprehension skills in reading texts. The second is the teacher uses the conventional strategy when teaching reading. Third, there is a lack of time to learn English, especially the reading part. Where at school it's time to learn reading skills combined with other skills. Based on the explanation above, the researcher created research with the title "The Effect of Using Collaborative Strategic Reading (CSR) Toward Reading Comprehension at Eleventh Grade of SMA 1 Negeri Banuhampu".

RESEARCH METHODE

In this research, researchers used experimental research with a quasi-design. The population for this research was all class XI students of SMA Negeri 1 Banuhampu, totaling 264 students. and for the sample in this research, there were two classes. where the class is class XIF.I was a control class with 34 students, and class XIF.2 as an experimental class with 36 students. The total sample for this research is 70 students.

To collect data in this research using a reading test. This type of test is multiple-choice which consists of 26 questions. The researcher adopted this question from the thesis (Mahfuddin, 2019). Data was collected through the results of post-test scores, in the experimental class treatment was carried out using Collaborative Strategic Reading, and in the control-class using conventional strategies. Then it was analyzed using Kolmogorov-Smirnov for the normality test, the variance test for the homogeneity test, and to test the hypothesis results, the T-test was used.

RESULT AND DISCUSSION

Results

In this section, the author discusses the results of existing research, then explains the findings and discussion below;

RESULT

This research wants to know the effect of Collaborative Strategic Reading. So before presenting the results, the author explains the results of descriptive analysis from both classes:

Table 1.
Descriptive Statistics of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	36	33	66	45.39	9.028
PreTest Kontrol	34	30	60	42.24	7.178
Valid N (listwise)	34				

Table 2.
Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest Eksperimen	36	53	86	72.31	7.452
PostTest Kontrol	34	53	80	68.53	7.374
Valid N (listwise)	34				

From the two classes above, it can be seen that the experimental class's score is higher than the control class. with a comparison of pre-test scores with a score difference of 3.15. For the post-test scores of both classes, the experimental class was

higher than the control class from the comparison of scores. 3.78. This can be concluded from the two tests given to both classes; The scores from the experimental class were higher than the scores from the control class.

Next, the author will display a table from the Normality Test.

Table 3.
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Result	PreTest Eksperimen	.141	36	.066	.931	36	.027
	PostTest Ekperimen	.138	36	.080	.964	36	.282
	PreTest Kontrol	.131	34	.148	.957	34	.202
	PostTest Kontrol	.139	34	.096	.951	34	.133
a. Lilliefors Significance Correction							

From the table above, it can be concluded that the normality test results used the Kolmogorov-Smirnov test with SPSS. 22 normally distributed. Judging from the experimental class values, the Sig. in the student pre-test was 0.066 and for the post-test, it was 0.080. for the control class, the pre-test value was 0.148, and the post-test was 0.096. then it can be concluded that the data is normally distributed because the four data values are sig. (2-tailed) > 0.005.

The following is a Homogeneity test carried out to measure the pre-test in the two experimental classes, so the table below is presented;

Table 4.
The Homogeneity Test of Variance Pre-Test

	Levene Statistic		df1	df2	Sig.
Students Result	Mean	1.638	1	68	.205
	Median	1.269	1	68	.264
	Median and with adjusted df	1.269	1	62.102	.264
	trimmed mean	1.513	1	68	.223

Based on the table above, the results of the pre-test scores from both experimental and control classes show homogeneous results. Where the result is Sig. 0.205, which is greater than the provisions determined by the Sig value. > 0.05. In the table below, the results of the homogeneity test for the post-test for both classes are presented;

Table 5.
Test of Homogeneity of Variance Post-test

		Levene Statistic	df1	df2	Sig.
Students Result	Mean	.224	1	68	.637
	Median	.326	1	68	.570
	Median and with adjusted df	.326	1	64.638	.570
	trimmed mean	.259	1	68	.613

Based on the table above, the results of the post-test scores from both experimental and control classes show homogeneous results. Where the result is Sig. 0.637, which is greater than the provision determined by the Sig value. > 0.05. For research results, the researcher presents the table below;

Table 6.
Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pre-Test - Post-Test	-26.917	8.272	1.379	-29.715	-24.118	19.524	35	.000

It can be seen that the results show a Sig value. (2-tailed) is $0.000 < \frac{1}{2} \alpha$ (0.025). From the table above, this value is lower than the predetermined regulatory value, namely <0.025. It can be concluded that this value is smaller than the previously determined provisions. To make it clearer, a statistical table for the two class groups is presented;

Table 6.
Two Class Groups

Class	N	Mnm	Mxn	Mean	Std. Deviation
Post-Test Experiment	36	53	86	72.31	7.452
Post-Test Control	34	53	80	68.53	7.374
Valid N (listwise)	34				

It can be seen that the average post-test score for the experimental class and control class is $72.31 > 68.53$. From the table above the average value of the experimental class is higher than the control class. And the experimental class score is higher than the control class, this value can be seen from the average score of the two classes.

Discussion

Based on the results of the research that has been carried out, it can be concluded that there is a significant effect that occurs between the experimental and control classes. This statement is in line with the opinion of experts (Vaughn, 1998), who say that Collaborative Strategic Reading (CSR) is a good strategy for teaching reading comprehension to students. This strategy can also increase students' vocabulary by having cooperative discussions with their group of friends. The expert's statement is by events in the field and the results of research that researchers have conducted. This difference can be seen from the results of the pre-test before treatment was given and the post-test after treatment was given in the experimental class and the conventional strategy in the control class.

Collaborative Strategic Reading (CSR) is a reading comprehension technique that combines two learning elements; (1) teaching with a modified reciprocal system and (2) cooperative or pair learning types (Vaughn, 1998). In the first type, students and teachers alternately exchange opinions about the main characteristics of the text through summarizing, questioning, predicting, and clarifying. In the second type, students exchange opinions, create plans, consider phrases and words, prioritize main ideas, and summarize them. In this way, students can improve their abilities in reading comprehension.

This CSR strategy involves activities before reading, during reading, and after reading which in each stage involves components of the CSR strategy. The pre-reading stage uses a previewing strategy, namely brainstorming and predicting the reading topic. The next stage is the reading process using the Click and Clunk strategy (finding, analyzing, and understanding words that are not understood or difficult) and the Getting the Gist strategy (looking for the main gist of the reading and then expressing the content of the reading in their language). At the post-reading stage, use the Wrap-Up strategy (Setting questions that help to understand important information in the reading and then reflecting on what they have learned).

After seeing the results of the experimental and control groups who used Collaborative Strategic Reading (CSR) and conventional strategies. The post-test results obtained for the experimental class were 72.31 and 68.53 for the control class. The results of the average post scores show differences in numbers which prove that there are differences in students' achievements during the treatment.

The results of the post-t-test analysis test in the experimental class obtained Std. The deviation is 8,272 with a df. of 35 and an α value of 0.000. With a value of $\alpha <$ the

Sig level. 0.05 ($\alpha < 0.05$). With that, the T-test for the control and experimental class post-test showed that the post-test results between the two groups were different, even though they both experienced an increase in scores. The success of this research can be attributed to the statement (Vaughn, 1998), which states that Collaborative Strategic Reading (CSR) is a good strategy for increasing students' reading comprehension, and this strategy can also increase students' vocabulary in cooperative learning.

CONCLUSION

It can be concluded from the explanation above that Collaborative Strategic Reading (CSR) is an effective learning strategy to be used to teach reading comprehension. The results of which the researchers have described above, show that there is a significant effect of Collaborative Strategic Reading (CSR) on students who have been sampled in this research. This is also supported by existing theory and also from previous research, that Collaborative Strategic Reading (CSR) is a good strategy for improving students' reading comprehension and also increasing students' vocabulary. So, it is hoped that future researchers can develop this strategy for research purposes in different places.

REFERENCES

- Asyraf, F. (2021). The Use of Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension. *Thesis*.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd ed.* New York: Addison Wesley Longman.
- Mahfuddin, M. H. (2019). The Effect of Socratic Questioning on Students' Reading Comprehension of Analytical Exposition.
- Rozak, R. R. (2013). The Effectiveness of Collaborative Strategic Reading (CSR) to Teach Content Area Reading Comprehension Viewed From Students Intelligence. *Perpusrakaan.uns.ac.id*.
- Vaughn, J. K. (1998). Using Collaborative Strategic Reading. *Reading Rockets*.