

## THE USE OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS' READING COMPREHENSION IN THE SECOND GRADE STUDENTS OF SMP NEGERI 2 TARAKAN

**Era Sawitri**

English Education Department,  
Borneo Tarakan University

[era.sawitri96@gmail.com](mailto:era.sawitri96@gmail.com)

### Abstract

*The purpose of this study was to look for the effectiveness of using collaborative strategic reading technique to improve reading comprehension of second grade students at SMP Negeri 2 Tarakan. This research was Quasi-Experimental design. Purposive sampling technique was used to collect the sample. There were two classes obtained as samples in this research, they were experimental class and control class. Experimental class (VIII C) was treated by using collaborative strategic reading technique. Control class (VIII A) was treated by using cooperative learning technique. Each class consisted of 32 students of SMP Negeri 2 Tarakan in academic year 2018/2019. The instrument of this research was reading tests that consisted of pre-test and post-test. In analyzing the data, the researcher used an independent sample t-test in the SPSS v.24.0. The results show that there were significance difference in the students' score of experimental class and the control class. This is indicated by the students' mean score of pretest and posttest. The mean score of the experimental class in pretest was 40.50 and in posttest was 71.75. It was indicated that the mean score in the experimental class has increased to 31.25. The mean score of the control class in pretest was 44.38 and in posttest was 64.13. It was indicated that the mean score in the control class has increased to 19.75. It is proven that the results of the experimental class were higher than the control class. Results from the independent sample T-test and T-table from pretest was 1.117 and posttest was 2.335 and the T-table was 1.998 or in pretest was  $1.117 < 1.998$  and in posttest was  $2.335 > 1.998$ . In other words, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The results of data analysis proved that the results of teaching reading comprehension by using collaborative strategic reading technique was higher than by using cooperative learning technique. Based on the explanation above, it can be concluded that the collaborative strategic reading technique was more effective than by using cooperative learning technique.*

**Keywords:** Teachers' practices, Authentic Writing Assessment

## INTRODUCTION

English is a tool of communication that has four language skills. They are: listening, reading, speaking, and writing. It is supported by Permendiknas No.23, 2006 on the Graduate Competence standard for primary and secondary schools (Depdiknas, 2006), the teaching of English includes the four language skills: listening, speaking, reading and writing. Listening and reading are considered to be receptive skills, whereas speaking and writing are considered to be productive skills. The aim of the teaching of the receptive skills is to understand meaning conveyed in different text types (recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, discussion and review texts), while the teaching of productive skills aims at teaching students to express meaning in these text types. Therefore, it can be concluded that reading is considered as one of the most important skills that students need to acquire.

Reading is always related to its comprehension. Reading comprehension is a process of constructing meaning by integrating the information provided by the author and the readers' background knowledge (Boss and Vaughn, 1991:1440).

The preliminary study had been conducted in SMP Negeri 2 Tarakan on July 17th, 2018. The researcher found that the students often got some problems. The reality of the teaching and learning reading comprehension in this school showed that students had some problems or difficulties in reading. The first problems came from the teacher, such as the methods or strategies that used in teaching reading. Commonly, the teacher only used conventional method such as the students were ordered to read the text loudly then translate the text into Indonesian language. It made the students bored and had less interest in studying English. The second problems came from students. The students were hard to read some words that contain more than one syllable. It made them reluctant to finish reading. Further, their lack of vocabulary and poor knowledge also became factors that made them difficult to comprehend the reading text, because many words were new for them. The students also had difficulty in identifying the main idea of the text. additionally; the materials' content also effected the students' motivation to read. If the text was not interesting, the students would not finish reading.

Based on the problems above, the researcher was interested to solve those problems in order to improve students' reading comprehension on text. The researcher considered that it was necessary to give variation of teaching technique that expected to help students easily to comprehend the text. Nowadays, there are many variations of techniques offered in teaching reading. Such as, Snowball Throwing, Herringbone, SQ3R, Collaborative Strategic Reading (CSR) and many more.

Based on the explanation above, the researcher associated one of the techniques with existing problems in SMP Negeri 2 Tarakan. Because of the problems in SMP Negeri 2 Tarakan were mostly caused by the low students' ability in reading and the teacher's role in facilitating the students, so that Collaborative Strategic Reading (CSR) technique was suitable to be implemented in teaching learning process in order to help students improve their reading comprehension.

According to Klingner, Vaughn, Dimino, Schumm and Bryant (2001:2), CSR is one of the several multicomponent reading comprehension instruction models that include strategies for summarizing information, asking and answering question, comprehending

monitoring, and peer discussion. The researcher chose CSR because it has an effective impact on reading comprehension. It also provided the opportunity to readers to apply most of the strategies needed for the reading skill. Therefore, the researcher conducted a research entitled “The Use of Collaborative Strategic Reading (CSR) to Improve Students’ Reading Comprehension in the Second Grade Students of SMP Negeri 2 Tarakan”.

## METHOD

This research used quantitative research with quasi experimental design. The population of this research was the second grade students of SMP Negeri 2 Tarakan in academic year 2018/2019 and the sample were VIII-A as the control class was treated by using cooperative learning technique and VIII-C as the experimental class was treated by using collaborative strategic reading technique.

To measure students’ reading comprehension especially on descriptive text, the researcher used reading tests that consisted of pre- test and post-test as the instrument. The form of reading test was designed by the researcher and validated by the validator and the examiners.

In analysing the data, the researcher used an independent sample t-test in the Statistical Package Social Science (SPSS) 24.0. There were two steps in analysing the data in this research. First, the researcher did descriptive analysis and then did inferential analysis. In addition, to found out the significant effect of the used of Collaborative Strategic Reading (CSR) technique in improving students’ reading comprehension in the second grade students of SMP Negeri 2 Tarakan, there were two procedures needed to do, namely: pre-requisite testing and hypothesis testing.

## RESULTS/FINDINGS

This research was held in Sekolah Menengah Pertama Negeri 2 Tarakan. It took one class as the treatment class, which is VIII-C and one class as the control class, which was VIII-A. This research was done on October 27th 2018 until November 12th 2018. There were three meetings that the researcher took in this research for applying the treatment. Before the treatment, the researcher gave pre-test and after three meetings of treatment, the researcher gave post-test. The total numbers of meetings were five meetings. The treatment class was treated by using collaborative strategic reading technique and the control class was treated by using cooperative learning technique.

In this research, the researcher described the result of pre-test and post-test for the treatment class as below:

### Pre-test

The mean score of the students’ pre-test in experimental class was low. It was only 40.50. It was still less than the minimum standard score which more than or equal with 61. That was why the researcher more and more believe that this class needs another alternative on learning to improve their comprehension on reading. The mean score of the

students' pre-test in control class was low. It was only 44.38. This class also needs another alternative on learning to improve their comprehension on reading. The score was classified into four categories. Those were very good, good, fair, and low.

#### Post-test

The students' post-test was analysed by the researcher. The result shows that students' score in post-test of both of experimental and control class was increased. The mean score was 71.75 and 64.13. Overall, the researcher found that the students' comprehending was better in each treatment meetings. From the first meeting in the treatment until the third meeting, the researcher gave different topic in order to find out and improve students' reading comprehension.

#### The Result of Students' Score

The pre-test and post-test results were assessed by the researcher. According to Direktorat Pembinaan Sekolah Menengah Pertama(2017), each category had score D up to A, where, D =low, C =fair, B =good, and A =very good. Based on Direktorat Pembinaan Sekolah Menengah Pertama classification (2017), the classification of students score based on standard minimum criteria mastery are established by the school. In SMP Negeri 2 Tarakan, the standard minimum criteria mastery for English is 61.

There are four classifications of students score, very good for the students who are get score 88-100, good for the students who are get score 74-87, fair for the students who are get score 61-73, low for the students who get score less than 61.

The result of hypothesis testing by using independent sample t-test showed that the used of collaborative strategic reading technique was effective in teaching reading comprehension especially at the second grade students of SMP Negeri 2 Tarakan. From the calculation of independent sample t- test, it could be seen that there was significant difference between the mean score from pre-test and post-test in both of the class. The result of mean score before giving the treatment in experimental class was 40.50, and in control class were 44.38. Meanwhile, the result of mean score after giving the treatment in experimental class was 71.75, and in control class were 64.13. It means that the result of the mean score of post-test was higher than pre-test. In this research the researcher found the significant difference in the students' reading comprehension before and after the researcher gave the treatment.

Based on the result, it can be concluded that the students had better reading comprehension after the students were taught by using collaborative strategic reading technique than the students were taught by using cooperative learning technique. It was indicated by the comparison of the mean score result between pre-test and post-test of both of the class, where the mean score in the post-test in experimental class was higher than the mean score in the pre-test in control class.

The result of computation by using independent T-test, the degree of freedom was 62 the level of significant difference 0.05 and T table score was 1.999. The independent sample T-test in pre-test was 1.117. The result indicated T- test < T-table or  $1.117 < 1.999$ . After giving treatment T-test score was 2.325, T-test > T-table  $2.325 > 1.999$ . It indicated that the students' reading comprehension score who were taught by using collaborative strategic reading technique in experimental class was higher than students' reading comprehension score who taught without using collaborative strategic reading

technique in control class. It means that there was significant effect between experimental class and control class. The result showed that  $H_0$  was rejected and  $H_a$  was accepted. The hypothesis in chapter II stated  $H_0$  would be accepted if there is no significant effect of using collaborative strategic reading technique in improving students' reading comprehension. Meanwhile  $H_a$  would be accepted if there is any significant effect of using collaborative strategic reading technique in improving students' reading comprehension

Based on the result of T-test calculation, the score of T-test was higher than T-table. It means that collaborative strategic reading technique gave significant effect in reading comprehension at eighth grade students of SMP Negeri 2 Tarakan.

## CONCLUSION

Based on of the result of the research on the use of collaborative strategic reading in reading comprehension at eighth grade students of SMP Negeri 2 Tarakan, this research concluded that:

Collaborative strategic reading technique was effective to improve students reading comprehension on descriptive text. The result of conclusion, it was found that the mean score of reading test between students were taught by using collaborative strategic reading technique (experimental class) and by using cooperative learning technique (control class) were relatively different. Before giving treatment, the researcher found the pre-test score of experimental class 40.50 and control class was 44.38. After giving treatment the mean score of experimental class was 71.75 and control class was 64.13. The result of computation by using independent T-test, the degree of freedom was 62 the level of significant difference 0.05 and T table score was 1.999. The independent sample T-test in pre-test was 1.117. The result indicated T- test  $<$  T-table or  $1.117 < 1.999$ . After giving treatment T-test score was 2.325, T-test  $>$  T-table  $2.325 > 1.999$ . It means that collaborative strategic reading technique gave significant effect in reading comprehension at second grade students of SMP Negeri 2 Tarakan.

## REFERENCES

- Alamain, A., Ahmed, S. 2014. Reading Comprehension Strategy (CSR) and Learners' Comprehension: A Case Study of FLD Students. English Language Center. Taif University, KSA.
- Alqarni, F. 2015. Collaborative strategic reading to enhance learners' reading comprehension in English as a foreign language. J. Rome, Italy.
- Aebersold, J. A. and Marry, L. F. 1997. From reader to reading teacher: issues and strategies for second language classrooms. Cambridge: University Press.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., and Wilkinson I. A. G. 1985. Becoming a Nation of Readers. Washington DC: Center for the Study of Reading, National Academy of Education. Retrieved on September 7th, 2018 from: [files.eric.ed.gov/fulltext/ED253865.pdf](http://files.eric.ed.gov/fulltext/ED253865.pdf)

- Yanuarti, A., Yana. 2015. Teachers' Techniques and Problems in Teaching Reading. Siliwangi. Bond, G.L., and Wagner, E.B. 1963. Teaching the Child to Read. New York: The Mc Millan.
- Boss, C. S., and Vaughn, S. 1991. Strategies for Teaching Students with Learning and Behavior Problems. Massachusetts: Allyn and Bacon.
- Bremmer, C. D., Vaughn, S., Clapper, A. T., and Kim, A. H. 2002. Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills. Retrieved on May 15th, 2018 from [http://www.ncset.org/Publications/Researchtopractice/Ncsetresearchbrief\\_1.2.Pdf](http://www.ncset.org/Publications/Researchtopractice/Ncsetresearchbrief_1.2.Pdf)
- Brown, D.H. 2000. Principles of Language Learning and Teaching. New York: Pearson Education. Brown, D.H. 2001. Teaching by Principle: An Imperative Approach to Language Pedagogy, Second Edition. New York: Addison Wesley Longman, Inc. Brown, D.H. 2004. Language Assessment: Principle and Classroom Practices. New York: Pearson Education Company
- Carrell, P. L., Devine, J., Eskey, D.E. 1995. Interactive Approaches to Second Language Reading. Melbourne: Cambridge University Press.
- Cline, F., King, T., and Johnstone, C. 2006. Focus Group Reactions to Three Definition of Reading. Retrieved on December 17th, 2017 from <https://files.eric.ed.gov/fulltext/ED506575.pdf>
- Creswell, J.W. 2012. Fourth Edition Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Boston: Pearson Education
- Creswell, J.W. 2012. Research Design: Qualitative, Quantitative, and Mixed Method Approaches (Fourth Edition). Sages Publication. California
- Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan. Jakarta: Depdiknas
- Depdiknas. 2006. Peraturan Mendiknas Nomor 23/2006 Tentang SKL Untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Departemen Pendidikan Nasional
- Duffy, G. G. 2009. Explaining Reading: A Resource for *Teaching Concepts, Skills, and Strategies*. New York: The Guilford Press
- Dwie, E. 2012. Improving students' Reading Comprehension Using Collaborative Strategic Reading (CSR). Thesis. Surakarta: Sebelas Maret University Surakarta
- Frenkel, J.R., and Wallen, N.E. 2009. How to Design and Evaluate Research in Education Seventh Edition. New York, NY: Beth Mejia
- Grellet, F. 1986. Developing Reading Skills. A practical Guide to Reading Comprehension Exercise. Cambridge University Press.
- Howllet, B., Rogo, E., and Shelton, T. 2013. Evidence Based Practice for Health Professional: An Interprofessionals Approach. Boston: Jones and Barlett.



- Karimi, M., Baradan, A. 2017. The Comparative Effect of Teaching Collaborative Strategic Reading and Metacognitive Reading Strategies on EFL Learners' Reading Comprehension.
- Klingner, J.K., and Vaughn, S. 1998. Using Collaborative Strategic Reading. Retrieved on December 12th, 2017 from [http://www.utexas.edu/cola/centers/tlc/\\_files/conferences/new medianewmaterials/using\\_collaborative.pdf](http://www.utexas.edu/cola/centers/tlc/_files/conferences/new%20medianewmaterials/using_collaborative.pdf)
- Klingner, J.K., and Vaughn, S. 2000. The helping behaviors of fifth- graders while using collaborative strategic reading (CSR) during ESL content classes. *TESOL Quarterly*, 34.
- Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., and Bryant, D. P. 2001. From clunk to click: Collaborative Strategic Reading. Longmont, CO: Sopris West.
- Klingner, J. K., Vaughn, S., Arguelles, M. E., Hughes, M. T., and Leftwich, S. A. 2004. Collaborative Strategic Reading: "Real-World" Lessons From Classroom Teachers. Retrieved on December 12th, 2017 from [http://www.colorado.edu/education/faculty/janetteklingsner/Docs/Klingner\\_et\\_al\\_Collaborative\\_Strategic\\_Reading.pdf](http://www.colorado.edu/education/faculty/janetteklingsner/Docs/Klingner_et_al_Collaborative_Strategic_Reading.pdf)
- Klingner, J.K., Vaughn, S., Boardman, A. 2007. Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guilford Press.
- Klingner, J.K., Vaughn, S., Kim, A., Woodeuff, A.L., Reutebuch, C.K., and Kouzekanani, K. 2006. Improving the reading comprehension of middle school students with disabilities through computer-assisted collaborative strategic reading. *Remedial and Special Education*.
- Khonamri, F., Karimabad, M. 2015. Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners. Iran. University of Mazandaran.
- Nasution, S. 2004. Metode Research (Penelitian Ilmiah). Jakarta: PT Bumi Aksara.
- Novita, D. 2012. The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo. Article. Sidoarjo: Muhammadiyah University of Sidoarjo. Retrieved on February 10th, 2018
- Nurjanah, Zaim, M., Radjab, D. 2015. The Effect of Using Collaborative Strategic Reading and Personality toward Students' Reading Comprehension at Grade XI of Social Science at SMAN 7 Padang. Language Education Program: State University of Padang.
- Nurhayati, D. 2015. The Effectiveness of using Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text. Thesis. Jakarta: State Islamic University Syarif Hidayatullah. Retrieved on February 21th, 2018 from <http://repository.uinjkt.ac.id/dspace/bitstream/Dede/Nurhayati/FITK.pdf>
- Oktaviana, A., Tasnim, Z., Ariyanto, Sugeng. 2014. The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Year Students' Reading Comprehension Achievement at MAN 2 Situbondo. Language and Arts Education Program: Jember University

- Puspita, R.M., Tasnim, Z., Ariyanto, Sugeng. 2013. The effect of Collaborative strategic reading on the eleventh grade students reading comprehension achievement at SMA Negeri 2 Bondowoso. Bondowoso: FKIP UNEJ.
- Rahman, I.F. 2015. The Implementation of Collaborative Strategy Reading (CSR) and its Effects on Students' Reading Comprehension. English Education Department: UIN Alauddin Makassar.
- Riani, D.O. 2013. Collaborative strategic reading implementation to improve students' reading comprehension. Kuningan: Journal of English education.
- Riduwan., and Sunarto. 20 07. Pengantar statistika untuk penelitian pendidikan, sosial, ekonomi, komunikasi, dan bisnis. Bandung: Alfabeta.
- Rosalina, A. 2014. The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109 Tangerang. Thesis. Jakarta: Syarif Hidayatullah State Islamic University. Retrieved on May 10th, 2018 from <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24849/3/Anike%20Rosalina.pdf>
- Rozak, R.R. 2013. The Effectiveness of Collaborative Strategic Reading (CSR) to teach content area reading comprehension viewed from students' intelligence. Surakarta: Sebelas Maret University
- Sari, C.D., Tamah, S. 2015. The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement. IJEE.
- Smith, F. 1985. Understanding Reading. 4th ed. New York: Holt, Rinehart and Winston
- Sugiyono. 2016. Metode Penelitian Tindakan Komprehensif. Bandung: Alfabeta.
- Snow, C.C. 2002. Reading for Understanding (Towards an R&D Program in Reading Comprehension). Santa Monica: RAND
- Whiteley, S. 2007. Menmletics Effective Speed Reading Course. Advanology.com