MODIFYING COLLABORATIVE STRATEGIC READING (MCSR) TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

This study was intended to find out the different effect of CSR and MCSR for students' reading comprehension, to investigate which reading aspects that increased better after being taught by using MCSR and to examine the students' perceptions to the process of teaching through MCSR on students' reading comprehension. Two groups pre test – post test design was employed in this study. There were Reading Comprehension Test, Interview and Questionnaire as the instruments. The researcher analyzed the data through Independent Group T-test to compare the mean score from the result of pre test and post test and Paired sample T-test. The analysis of the collected data showed that there was improvement in reading comprehension both in CSR and MCSR however the improvement was not statistically significant. The paired sample t-test indicated that reading comprehension aspect which increased significantly was determining inference. The MCSR could improve students' reading comprehesion better rather than CSR. MCSR provided learners with activities as strategy to carry out learning goals. Besides, the MCSR could improve students reading comprehension especially in determining inference aspect. Additionnaly, the students' perception about the MCSR for reading comprehension was positive.

Keywords: *CSR, MCSR, reading comprehension.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan efek dari CSR dan MCSR untuk pemahaman membaca siswa, untuk menginvestigasi aspek membaca yang paling meningkat setelah diajar menggunakan MCSR, dan untuk mengetahui persepsi siswa terhadap penggunaan MCSR dalam pemahaman membaca siswa. Desain yang digunakan dalam penelitian ini adalah *two groups pre test – post test design*. Instrumen yang digunakan adalah tes membaca, *interview*, dan kuisioner. Peneliti menganalisis data menggunakan *Independent Group T-test* untuk membandingkan rata-rata nilai dari hasil pre tes dan pos tes. Hasil analisis data menunjukkan bahwa ada peningkatan pemahaman membaca pada kedua grup CSR dan MCSR meskipun begitu peningkatannya tidak signifikan. Hasil *paired sample t-test* menunjukkan aspek pemahaman membaca yang meningkat secara signifikan adalah *determining inference*. MCSR dapat meningkatkan pemahaman membaca lebih baik dari pada CSR. MCSR menyediakan rangkaian kegiatan membaca sebagai strategi untuk mencapai tujuan pembelajaran bagi siswa. Selain itu, MCSR dapat meningkatkan pembahaman membaca khususnya pada aspek *determining inference*. Sebagai tambahan, siswa memiliki persepsi yang positif terhadap penggunaan MCSR untuk pemahaman membaca.

Kata kunci: *CSR, MCSR, pemahaman membaca.*

INTRODUCTION

Reading is the process of identification, interpretation and perception of written or printed material. Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content (Torres, 2009). According to Stephenson and Harold (2009), teaching reading involves helping students master the challenges of linking written and spoken language. For students, to link their knowledge of spoken language to written language they first need to master the alphabetic code, that is, the system of grapheme-phoneme correspondences that link written words with their pronunciations.

The purpose of learning reading is to comprehend the ideas of the writer or the communication way of the writer with the readers by the written or printed words. To enhance students' reading comprehension in EFL, teachers use many strategies, such as cooperative and collaborative learning. Gauthier (2001) in Alqarni (2015) recommends cooperative learning, discussion and questioning (Coop-Dis-Q) strategies to enhance the reading skills of learners. Some others recommend Collaborative Strategic Reading (CSR), Peer Assisted Learning Strategies (PALS) and Modifying Reciprocal Teaching (Klinger and Vaughn, 2012) in Alqarni (2015).

Related to strategy in reading comprehension, collaborative strategy reading is considered as the effective strategy in order to increase students' reading comprehension. Based on previous research, all the teachers were very satisfied with CSR and they wanted to continue to apply CSR in the future. In this case, the researcher wants to modify the Collaborative Strategic Reading by modifying the steps of it. In this research, the researcher modified CSR to be more productive. The original CSR is only designed for reading activity. It doesn't provide activities that can make students more active in using English or delivering their idea. According to Willis (1991) in Baturay and Akar (2001), teaching reading more 'integratedly' via the other skills would make the students more successful and more eager to learn than they can be if the reading skill is taught discretely in other words traditionally. Furthermore, he states that reading skill may be communicatively and efficiently exercised through one or more of the other skills in order to enhance the motivation of the students and lower the hindrance of the control of the class during the lesson time.

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is an instructional practice in which cooperative learning and reading comprehension strategies combine with each other, originally developed by Klingner and Vaughn in 1987. CSR creates an instructional context in which students, with the help of their peers and also the instructor,

become competent at applying a number of research-based reading comprehension strategies while reading. Basically, CSR comprises four key reading comprehension strategies:

1. Preview

Previewing serves to motivate students' interest in the topic and to engage them in active reading from the beginning. This way will help students do two things: (a) brainstorm what they know about the topic, and (b) predict what they will learn about the topic.

2. Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding.

3. Get the gist

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read.

4. Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Modifying Collaborative Strategic Reading (MCSR)

In this research, the researcher modified CSR by integrating one of productive skills that is speaking. Apparently, the original steps of CSR only includes receptive skill that is reading. It doesn't provide activities that can make students more active in using English or deliver their idea. Furthermore, CSR is only designed for reading activity. CSR seems to combine reading strategy and reading comprehension in the process of implementation in the classroom. The modification causes the realization of CSR in the classroom different from the original one. The process of implementation of CSR will briefly described below.

1. Analyzing

   In the analyzing step, the teachers provide advance organizers about the lesson, and students identify what they already know about a topic. Then, the student are also asked to read and analyze the passage. The students might find some concepts or ideas that do not make sense. The students are also asked to find the most important information in the text. This phase is aimed to know students' prior knowledge and to monitor the students' comprehension of the text.

2. Discussing

   In the discussing step, the students are asked to discuss problems they have found in the passage. Then, the students are asked to fix-up the problems. In the first step, they might find difficult vocabularies, implicit information, or how to find main idea. The students are also asked to formulate questions and answer about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and

memory of what was read. This phase can help the students to solve their problems that might be found in the first phase. After that, the students are asked to arrange their discussion result to be presented in the next phase.

3. Sharing
   In the sharing step, the students are asked to deliver about what they have done in the previous steps. The students take turns sharing what they have learned with the class. Many students can share their "best idea" in a short period of time, providing the teacher with valuable information about their level of understanding. The goal of this phase is to teach students to restate the most important point in their own words as a way of making sure they have understood what they have read. Furthermore, this strategy can improve students' understanding and memory of what they have learned. In this case, there will be information exchange by communicating what they have discussed in their group.

Based on the background above, the research questions are formulated as follows:
   1. What is the different effect of CSR and MCSR for students' reading comprehension?
   2. What aspect of reading increases better after being taught by using MCSR?
   3. What are the students' perceptions about modified CSR as a means of teaching reading comprehension?

METHODS

The population of this study was the second semester students of of SMA Negeri 13 Bandar Lampung. The researcher conducted the research in certain students. The researcher used two classes as the sample of the research.

This research used both quantitative and qualitative method. Quantitative method was used to answer the first and second research question. On the other hand, qualitative method was used to answer third research question. For first research question, it was intended to investigate the effect of implementing the original and the modified collaborative strategic reading to students' reading comprehension achievement. It was a quantitative research based on the experimental groups. It can be found by seeing the result of reading test before and after the treatment. In addition, it was a quantitative study which used the two groups pretest-post test design.

Instruments
There were three research instruments utilized in the research, namely test, interview and questionnaire. From those instruments, the data collections would be analyzed to determine whether or not Modified Collaborative Strategic Reading (MCSR) or Collaborative Strategic Reading (CSR) could improve students' reading comprehension better. In addition, data of students' perception about the implementation of MCSR would be gained from the interview and questionnaire.
In this study, the researcher used content validity and construct validity. Content validity emphasizes on the equivalent between the material that has been given and the

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items tested. Simply, the items in the test must represent the material that has been taught. In relation to the reliability of the quantitative data, this study was employed internal consistency through Cronbach's alpha to indicate the reliability, the result was as follows:

Table 1. Reliability of questionnaire
Reliability Statistics

Cronbach's Alpha	N of Items
.839	8

Qualitative validity is based on determining if the findings are accurate from the standpoint of the researcher, the participant or the readers Creswell, 2009. For more details, search for literature about trustworthiness, authenticity and credibility of data analysis. Procedurally, a researcher can check for the accuracy of the findings by employing a combination of multiple validity strategies: triangulation; member checking; rich, thick description; clarify researcher bias; include negative or discrepant information; spend prolonged time in the field; use peer debriefing; use an external auditor.

In relation to reliability of the qualitative data, the researcher employed triangulation to obtain the trustworthy of the data collected.

To answer the first research question, the researcher analyzed the gain score of reading comprehension by using Independent Group T-test.

Moreover, the researcher analyzed the data through Repeated Measure T-test to investigate the reading comprehension aspect that mostly improve after being taught by using MCSR. In addition, to answer the third research question the researcher conducted interview and distributed questionnaire. The interview guidelines were adopted from Zoghi (2010), and the questionaire was adapted from the theory of CSR by Klinger and Vaughn in 1987, it was aimed to find out students' perception about the implementation of MCSR.

RESULTS AND DISCUSSION
This point presents the collection of the data and the analysis of the data. Moreover, the discussion about the result of the research would be explained as well here.

The difference effect of CSR and MCSR for students' reading comprehension.

Table 2. The Average Gain of Students' Reading Comprehension

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
READINGSCORE	1	29	.1931	.63467	.11786
	2	31	.4903	.63893	.11476

Based on the table above, it can be seen that the average gain of students' reading comprehension in CSR class was (0.1931) meanwhile

the average gain of students' reading comprehension in MCSR class was (0.4903).

Table 3. Descriptive Statistical Values Concerning Gainof Pre Test and Post Test of Reading Comprehension on CSR and Mcsr Classes

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
READING SCORE	Equal variances assumed	.010	.919	-1.806	58	.076	-.29722	.16453
	Equal variances not assumed			-1.807	57.784	.076	-.29722	.16450

As seen in table above, the average gain of students' reading comprehension in CSR and MCSR had significant difference. The result of Independent Group T-Test indicated the influence of the treatment on the students' scores was not significant, since the value of variable sig. (2-tailed) was *.076*. The analysis of the collected data showed that there was improvement in reading comprehension both in CSR and MCSR however the improvement was not statistically significant.

Students' reading comprehension aspects after being taught by using MCSR

Table 4. The Average Score of Students' Reading Comprehension Aspects

Paired Samples Statistics

From the table above, it can be seen the average scores of students' reading comprehension aspects. The average score pretest of *main idea* was (3.71), *inference* was (4.61), *specific information* was (5.71), *reference* was (5.61) and *vocabulary* was (3.97). Meanwhile, the average score posttest of *main idea* was (3.84), *inference* was (5.29), *specific information* was (5.97), *reference* was (5.68) and *vocabulary* was (4.48).

Table 5. Descriptive Statistical Values Concerning Average Score of Students' Reading Comprehension Aspects

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	PreMainIdea - PostMainIdea	-.129	1.176	.211	-.560	.302	-.611	30	.546
Pair 2	PreInference - PostInference	-.677	.945	.170	-1.024	-.331	-3.992	30	.000
Pair 3	PreSpecInfo - PostSpecInfo	-.258	.514	.092	-.447	-.069	-2.794	30	.009
Pair 4	PreReference - PostReference	-.065	.680	.122	-.314	.185	-.528	30	.601
Pair 5	PreVocab - PostVocab	-.516	1.180	.212	-.949	-.083	-2.436	30	.021

As seen in table above, average score of students' reading comprehension aspects had significant difference.

The result of Paired Samples T-Test showed that the means score of *main idea* was (-0.129), *inference* was (-

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreMainIdea	3.71	31	.938	.168
	PostMainIdea	3.84	31	1.003	.180
Pair 2	PreInference	4.61	31	1.256	.226
	PostInference	5.29	31	.529	.095
Pair 3	PreSpecInfo	5.71	31	.588	.106
	PostSpecInfo	5.97	31	.180	.032
Pair 4	PreReference	5.61	31	.761	.137
	PostReference	5.68	31	.475	.085
Pair 5	PreVocab	3.97	31	.836	.150
	PostVocab	4.48	31	.890	.160

0.677), *specific information* was (-0.258), *reference* was (-0.065) and *vocabulary* was (-0.516). The Paired Samples T-Test table above indicated that reading comprehension aspect which increase significantly was *determining inference*.

Students' perception towards the implementation of MCSR

In gathering the data of students' perception toward the implementation of MCSR, the researcher employed an interview and distributed a questionnaire.

Result of interview

Interview was applied for ten students in the MCSR class. The researcher saw that those ten students could represent the class since they had good ability in delivering their ideas. The fact was seen by the researcher during the treatments. It was expected that those ten students could give clear information which was needed. There were five questions in the interview related to the students' perception about MCSR.

There were five questions in the interview related to the students' perception about MCSR. The first question was *What do you think about reading Narrative text using MCSR?* Most of the students defined MCSR as fun and enjoyable reading activity, since they did not have any various reading activities in the class. The second question was *What is a positive point of reading Narrative text using MCSR?* There were various answers coming from this question. Some students said that MCSR activity made them excited.

The third question was *What is the negative point of MCSR.* In answering this question, some students said that they had limited time for MCSR activity.

The fourth question was *What do you think, if you compare MCSR with other reading activities?* Most of the students agreed that MCSR was more interesting than their previous reading activity.

The last question was *Will you continue applying MCSR?* The students gave various answers for this last question. Most of them said that they would continue applying MCSR if their teacher asked them to work in group.

Based on the answers given by the respondents through interview about the implementation and the students' perception toward the implementation of MCSR, the students told during the implementation of MCSR, this strategy was useful for them to comprehend the text and motivate them to read. Moreover, sharing their reading result in front of the class made them excited.

During the implementation of MCSR, the students were actively involved during teaching learning process in the classroom. They cooperated with their friends in order to comprehend the text. Based on the interview, it can be seen that MCSR could make students easier comprehend the text. Seeing the result of students' perception toward the implementation of MCSR, it can be said that the students' perception was positive.

Result of questionnaire

To support the data from interview, the researcher distributed questionnaire which consist of 10 items. Before the questionnaire was used as an instrument, the researcher analyzed the reliability of the instrument by using Cronbach Alpha.

Based on the analysis by using SPSS 23, it was found that the coefficient Alpha obtained was **0.83**. It meant that the questionnaire was reliable and it could be used as instrument to get the data of students' perception toward the implementation of MCSR.

Table 6. The Means Score of Students' Perception Gained from The Questionnaire
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	31	2.50	4.00	3.4718	.40660
Valid N (listwise)	31				

Related to the table above, it was viewed that students' mean score of questionnaire was (3.47). It meant that students agreed that MCSR was good for reading Narrative text. It can be said that students had positive perception toward the implementation of MCSR.

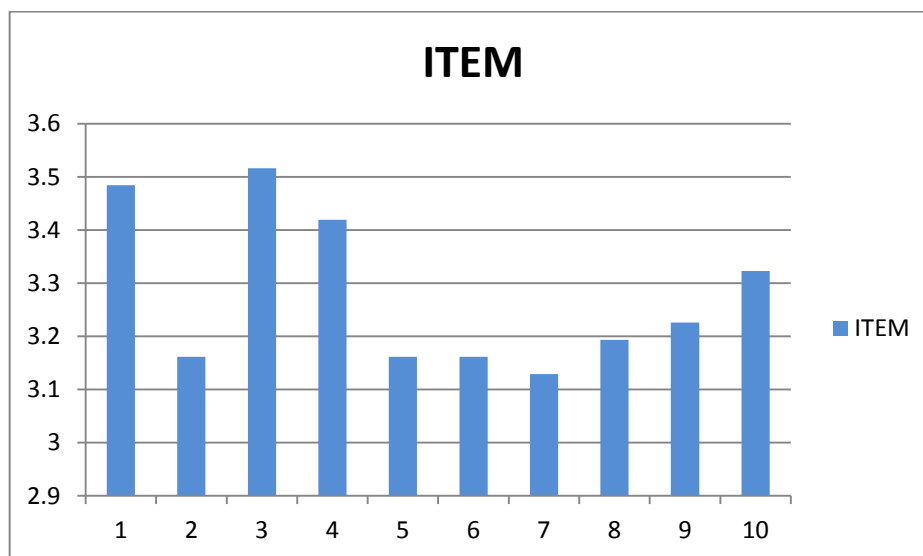**Figure 1. Mean value of questionnaire items**

Figure above indicated that the three statements students agreed with the most were attitude items 1, 3, and 4 with mean values of 3.48, 3.51, and 3.41. These items investigated the information provided by the teacher, identify the most important information in the text, like person, place or thing, find the problem solving in the text (it can be difficult word, implicit information, or find main idea). On the other hand, attitude item 7 was agreed with the least with mean value of 3.12. This item asked participants whether administering discussion result that would be presented could improve their understanding about the text or not. The overall results demonstrated that the respondents generally agreed with to the implementation of MCSR for reading Narrative text. Thus, it

could be stated that students have good perception toward MCSR.

The comparison between CSR and MCSR

Related to the effect of MCSR toward their reading comprehension achievement, the finding of this present study indicated that MCSR increased reading comprehension better rather than CSR. That was because the results of the students' reading comprehension post-test in the MCSR class and the CSR class, showed that the average gain of students' reading comprehension in MCSR class was higher than the students' score in CSR class. The average gain of students' reading comprehension in CSR class was (0.1931); meanwhile the average gain of students' reading comprehension in MCSR class was (0.4903).

In this present research, the researcher tried to integrate two skills that were reading and speaking. The researcher tried to promote students' productive skill after they have their receptive skill. The reading technique here was MCSR. The researcher arraged some activities that could help students leave their traditional reading activity by providing interactive reading activity. In the reading class, the students were asked to do some activities, they are analyzing, discussing and sharing. The analyzing and discussing activities are the essence of the reading activity. Then, the sharing as the follow up activity can promote their productive skill. This statement supported by Gao (2008) who stated that when the detailed work of the text is over (when reading has been

completed), global understanding must be returned to and the text as a whole evaluated and responded to. Usually this stage used communicative activities. In line with this research, the researcher believe that MCSR was good enough because MCSR provided a series of activities that can make students comunicate their reading result.

In this present study, the researcher added sharing in the reading activity.This was aimed to to promote students' productive skill. This goal was supported by using communicative activities in the classroom. This activity known as the part of communicative language learning. Based on Sreehari (2012), in communicative classes, a wide variety of activities, such as role plays, interviews, discussions, information gap activities, language games, language learning simulations, problem solving tasks, quizzes, and surveys are used. The focus is usually on developing language skills and functions in authentic contexts. Functional communication activities are aimed at developing certain language skills and functions, which involve communication. Social interaction activities include conversation and discussion sessions, use of dialogues and role plays. In this study, the researcher asked the students to restate the idea that was found in the text by using their own word and also they have to present their discussion result in front of the class as sharing activity. This statement was in line with Sreehari (2012) that language learning can be made more purposive to learners by allowing them to share their knowledge and personal experience. In the first and

second step of MCSR the students got their knowledge, then in the last step the students asked to share their information that they have. This sequence activities of MCSR made reading activity in the class more purposive as expected.

Reading comprehension aspect
Related to the effect of MCSR toward their reading comprehension achievement, the finding of this present study indicated that determining inference increased better rather than the other reading comprehension aspects. Each aspect of reading comprehension increased in the MCSR class and the CSR class. In the MCSR class, mostly increase the students' reading comprehension achievement in determining inference question mostly increase, in which their ability in that aspect was 0.68 points increased. It was followed by the increase of understanding difficult vocabulary aspect, 0.51 points increased; understandinng specific information aspect, 0.26 points increased; identifying main idea aspect, 0.13 points increased; and understanding reference aspect, 0.07 points increased.

Kispal (2008) stated that the strategies to show inference in use: model inferencing by asking relevant questions aloud and answering them. Think thoughts aloud to show how teacher arrives at an inference and pair / group work so pupils share the thought processes that led them to make inferences. With this strategy, it was easier for the students to look for inference within a text. It is in line with the activity in the MCSR, which let students work cooperatively in small group, ask them to make questions and find the answer, and also share their thought in front of the class. Those activities proved that it could incerase their inference making.

Kispal (2008) states that there are two things that can guide teacher in approaches to adopt for inference instruction. The first one was that it can promote inference making and it was consideration when choosing texts. In this study, the researcher took Narrative text as the material in the reading class and the result of the research showed that inference was the reading aspect that mostly increased after being taught by using MCSR. She said that Narrative texts generate more inferences but Expository texts promote more conscious inference making. This result was in line with Graesser *et al*. (1994) in Kispal (2008) who stated that inferences happen automatically in Narratives because they have a close correspondence to everyday life. Likewise, Narvaez (2002) in Kispal (2008) also noted that Narratives are more conducive to inferences. She produced research evidence to support her view that Narratives *elicit more interest*, prompt *more explanatio ns and predictions*, generating nine times as many inferences as expository texts. She maintained that this was partly because readers have early and extensive practice in inferencing from Narratives and partly *because everyday life is constructed much like a story.*

Students' perception toward the implementation of MCSR
the previous study by Chen and Yang (2015) emphasized the groundwork for understanding how English

learners adopt reading strategies to effectively improve their reading comprehension. The findings of this study, for this reason, highlight the need for research to extend understanding of reading perceptions of EFL high school students, and particularly, methods for mending reading strategy use. Therefore, the findings and implications of the study lead us to believe that integrating reading strategies instruction into language courses potentially impact EFL learners' reading comprehension as well as enhance our further understanding regarding learners' perceptions of bottom-up and top-down reading strategies they utilized in reading comprehension.

As the goal of the MCSR, the students not only did conventional reading as receptive skill. In the series activities of MCSR, the students also had productive skill. It can be seen in the interview and questionnaire result that the students felt enthusiastic when they had to share their idea. The students had to have discussion in their group, restate their idea and also deliver presentation related to their discussion result. It was in line with Baturay and Akar (2001) that reading skill may be communicatively and efficiently exercised through one or more of the other skills in order to enhance the motivation of the students and lower the hindrance of the control of the class during the lesson time. In line with the result, most of the students stated in their interview related to the positive points of MCSR that they felt enthusiastic when they had presentation.

The qualitative evaluation from the MCSR questionnaire, however indicated that most of the participating students did have positive perception towards the MCSR technique. It was in line with Zoghi (2010) that students had a high preference for communicaive and cooperative activities, and the popular sentiment that students might resist group work because of their long-standing conventional learning tradition no longer holds.

MCSR was designed based on the original CSR and integrated skill for reaading. CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills (Johnson and Johnson, Slavin in Abidin & Riswanto; 2012). Research has shown that cooperative learning techniques has benefited on : (1) Promoting student and academic achievement, (2) Increasing students retention, (3) Enhancing student satisfaction with their learning experience, (4) Helping students develop skills in oral communication, (5) Developing students' social skills, (6) Promoting students self –esteem, (7) Helping to promote positive race relation . Cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals.

Based on the interview, it can be seen that MCSR could make students easier comprehend the text. Seeing the result of students' perception toward the implementation of MCSR, it can be said that the students' perception was positive.

Meanwhile, the overall results of questionnaire demonstrated that the respondents generally agreed with to the implementation of MCSR for reading Narrative text. Thus, it could be stated that students have good perception toward MCSR. To sum up, both of interview and questionnaire results indicated that students' perception toward the implementation of MCSR was positive.

CONCLUSION AND SUGGESTION

The MCSR can improve students' reading comprehesion better rahter than CSR. MCSR provide learners with activities as strategy to carry out learning goals. Beside that, the MCSR can improve students reading comprehension especially in determining inference aspect. Additionnaly, the students' perception about the MCSR for reading comprehension was positive.

This research the CSR is modified to be appropriate to teach reading comprehension integrately. It seems that it will be much better for the future research to investigate the process of modification. To see the comparisson between CSR and MCSR deeper, it is suggested to compare the aspect of reading in both classes.

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