THE EFFECT OF APPLYING COLABORATIVVE STRATEGIC READING ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

Merlin Helentina Napitupulu

Program Studi Manajemen Informatika

Politeknik Trijaya Krama, Jl. Iskandar Muda No 1 Medan, Sumatera Utara, Indonesia

merlinn10@gmail.com

ABSTRACT

Having an effective way of solving the problems on reading comprehension of narrative text will surely give definite result on students' reading comprehension achievement. To get the improvement, it is very necessary to apply strategy which is effective so help the students comprehend the reading text. This study was conducted at SMK Smart School Medan. The population of the study is the students of second grade and the sample chosen randomly. *They are divided into two groups: the experimental group and control group. Experimental group is the students who are given treatment by using CSR Strategy while the second group, Control group, is the students' who aren't given treatment of CSR Strategy. The research design of this study is experimental design. The result of the t-test is that **t-observe < t-table (0.239 < 1.984) and p value: 0.812 > 0.05**. Therefore the hypothesis is proved to be true that applying Collaborative Strategic Reading in teaching reading comprehension of narrative text is proved to improve effectively the students' reading comprehension achievement.*

Key words: reading comprehension, Collaborative Strategic Reading, narrative text

I. Introduction
a. Background

Reading is not easy as people think but it is a complex process. There are several difficulties which are faced by people who get more information through reading. As Mc. Namara (2009) states that reading passage seems to be difficult for them because of several kinds condition. The conditions here refer to the failure understanding the words, the sentences, unity and organization, and the lack of interest or concentration. Most of the students can not be able to read the reading texts, they fail to understand the relationship between the sentences and whole meaning of text. The students often find difficulties in comprehending the text for example comprehending narrative text.

Narrative text is a kind of text which has a purpose to entertain or to amuse the readers or listeners about the story. Narrative text deals with problematic events, which lead to a crisis or turning point of some kind, which in turn finds a resolution. In comprehending narrative text, students comprehend the text to get: (a) the orientation part (participant, place and time), (b) the compilation part (problem rising crisis), and (c) resolution (solve the crisis/solution).

According to Snow (2009), reading comprehension entails three elements: before, during, and after the reader who is doing the comprehension in a part. Thus, the teacher should not only help the students how to read but the way to comprehend and get the meaning of the text itself. In this way, researcher simplifies that the problem of teaching reading, especially in comprehending the text, the strategy is needed which will intend students' enthusiasm in learning activities. One of the strategy that can be applied is Collaborative Strategic Reading (CSR Strategy).

CSR Strategy was developed by Klinger and Vaughn (1998) who pointed out that making the students in a group to comprehend the reading text collaboratively is a good way in teaching reading. By applying CSR Strategy, teachers and students can work cooperatively on a reading assignment to promote better comprehension. CSR Strategy consists of a set of strategy designed to enhance students' understanding of text. CSR Strategy applies four basic strategies to assist their comprehension: making predictions prior to reading (preview strategy), monitoring reading and learning to enhance vocabulary development (click and clunk), identifying main ideas (get-the-gist-strategy), and summarizing key ideas. The purpose of this strategy is to teach students to focus on the main ideas

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that emerged from the text and to assist with comprehension.

Based on the explanation above, the writer wants to conduct a research to find out whether CSR Strategy has significant effect on students' reading comprehension. This research is conducted at SMK Smart School Medan.

b. Research Problem

This research is aimed at answering the following research problem: Does Collaborative Strategic Reading significantly affect the students' reading comprehension achievement?

c. Objective of Research

The objective of this research is to know if applying Collaborative Strategy (CSR) affect the students' reading comprehension achievement.

II. Research Methodology
a. Research Design

This study is designed to analyze whether CSR Strategy significantly affect the students' reading comprehension achievement. This study is conducted by applying quantitative research with an experiment design. There are two groups in this study which chosen randomly: experimental group and control group. Experimental group is the students who are given treatment by using CSR Strategy while the second group, Control group, is the students' who aren't given treatment of CSR Strategy. Before starting the lesson, both groups are give pre-test to get their score on reading comprehension consist of questions in reading narrative text. Pre-Test result is applied to know if both groups are homogeny or not. Homogeneity test one by applying t-test. And then doing teaching learning of both groups: experimental and control groups. After doing teaching learning both group are given post-test. Post-test is given to know if the application of CSR Strategy significantly affects the students' reading comprehension achievement.

b. Population and Sample

The population of this study is second grade of SMK Smart School Medan. The total number of sample is 60 students which chosen randomly. They are divided into two groups: the experimental group and control group. Experimental group is the students who are given treatment by using CSR Strategy while the second group, Control group, is the students' who aren't given treatment of CSR Strategy.

c. Data and Source of Data

In this research, the data is reading comprehension test which consists of forty questions in multiple choices.

d. The Technique of Analysis Data

Data from Pre-Test and Post-Test are analyzed by applying SPSS namely t-test. Determining of data variable:

1. First result analysis is conducted to pre-test of two groups: experimental and control group by applying t-test. The purpose of pre-test is to know whether both groups are homogeny or not.
2. Second analysis is applying post-test of two groups: experimental and control group by using t-test for two related sample. This test is applied to test if the result of post-test in experimental group is higher than control group. If the result of experimental group (the students' who are taught by Collaborative Strategic Reading (CSR) higher than control group (students who are taught by Collaborative Strategic Reading (CSR), it proves that teaching students by applying CSR Strategy affect the students' reading comprehension.

III. Discussion

After teaching learning process, Post- Test is given to experimental and control groups, the result of t-test explained below:
a. T-test is applied to know whether both groups are homogeny or not.

Before giving treatment, both groups (experimental and control group) are given pre-test, the purpose is not only to get raw score of students reading comprehension in narrative text but also to test if both groups are homogeny or not. The result of t-test is shown in descriptive statistics below:

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	**Experimental group**	30	356.5600	22.348404	3.16049
Score	**Control group**	30	355.4000	26.11200	3.62979

Independent Samples Test

		Leven'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	
Post-Test Score	Equal variances assumed	1.395	.240	.239	98	.812	1.16000	4.86060	-8.48570	10.80570	
	Equal variances not assumed			.239	95.718	.812	1.16000	4.86060	-848858	10.80858	

Based on *Levene's test for equality of variances*, it is known that sig. 0.812 > 0.05 it means that data is homogeny. This means that both groups (experimental and control group) has same average ability of score which can be applied as research object.

b. T-test is applied to get the average score of post-test after giving the treatment

The objective of T-Test is to know the differences of post-test between both groups (experimental and control group).

Group Statistics

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Score	Experimental group	30	426.2600	19.55715	2.76580
	Control group	30	399.3000	15.44741	2.18459

Independent Samples Test

		Leven'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	
Post-Test Score	Equal variances assumed	2.406	.124	7.649	98	.000	26.96000	3.52450	19.96575	33.95425	
	Equal variances not assumed			7.649	93.010	.000	26.96000	3.52450	19.96105	33.95895	

From above table can be explained data:
a. t observe (*equal variance assumed)* is 0.239.
b. t table : on distribution table T is searched with a = 5% : 2 = 2.5 % (Sig.2-tailed) with degree of freedom (df) n-2 or 100-2=98.

With Sig.2-tailed (Sig.2-tailed = 0,025) the result for t-table is 1.984
c. Testing criteria
Ho is accepted if t-observe < t table
Ho is accepted if *P value* > 0.05

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Ho is rejected if t-observe > t table
        Ho is rejected if *P value* < 0.05

The result shows that t-observe < t-table (0.239<1.984) and *P value* (0.812>0.05) thus Ho is accepted.

On Table Group Statistics can be shown that mean of experimental group is 356.5600 and control group is 355.4000. It means that average score of experimental group is higher than control group.

The value of t-observe is positive, it means that the average of group 1 (experimental group) is higher than group 2 (control group).

From the explanation above, it can be concluded that the applying of Collaborative Strategic Reading (CSR) affect the students' reading comprehension achievement.

IV. Conclusions

Teaching learning by applying Collaborative Strategic Reading has qualified output, they are:

a. The way to teach reading comprehension will be more effective to read narrative text.
b. The application of Collaborative Strategic Reading is recommended to improve the students' reading comprehension achievement.
c. The application of Collaborative Strategic Reading is also can improve the students' understanding and memory what they have learned.

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