

The Effect of Collaborative Reading Strategies Toward Students' Reading Comprehension

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Keywords: Collaborative Reading Strategies (CSR); Reading Comprehension.

Abstract: The objective of this research was to investigate whether there is a significant different student who use collaborative strategic reading (CSR) toward students' reading comprehension achievement. The research was conducted at English Study Program, Muhammadiyah University of Bengkulu. The samples of the research were two classes. The method of the research was quasi-experimental study by applying four steps of CSR; Preview, Click and Clunk, Get the Gist and Wrap Up. The data collecting technique used multiple choice items was used to measure students reading comprehension achievement. The data was analyzed by using SPSS. Based on the result of data analysis, there was a significance different student who use CRS in students' reading comprehension achievement. It was supported by the score of significance is 0,013. This value was less than : 0, 05. Therefore, Ha was accepted and Ho was rejected. In other words, CSR significantly affects toward students' reading comprehension.

1. INTRODUCTION

English is one of the subjects which taught almost in every school. There are four skills of English. They are listening, reading, writing and speaking (Gebhard, 2017). In this study, however there are four skills, but the researcher only focuses on reading as a component of general language proficiency.

Reading is one of the important aspects in language skill because it is useful for language acquisition. (Nunan, 2015) Reading is the process of matching the sounds of the language and the written text. Moreover (Lorange, 2014) stated Reading is an activity informed by the apprehension of images, shapes, patterns, and rhythms, which come to be recognized through repeated encounters and remembered form. By reading, the students know the information. In addition, the students will learn the vocabulary, punctuation, and sentence construction that

needed in reading comprehension. In other word, the more they read the better they get the information.

The goal of reading is comprehension. Comprehension is the process of making sense of words, sentences and connects to the text. Comprehension is a very essential thing in reading because it is a way to get the required information of the text. We do not only read the text aloud but also construct our comprehension about the text. Because of that the student must have a good ability how to comprehend well. A good ability in reading comprehension cannot get instantly. The students should be trained to be able to participate actively in the learning process so that they can think critically. Therefore, the using of various strategies in teaching reading is very useful in reading comprehension. Based on the pre observation that researcher has done English study program,

not all students were good in reading comprehension. The researcher concluded it happened because of some factors, both from the students and teachers. The students were indicated had lack of vocabulary since they found some difficulties in finding the main idea on the reading text given by the teacher. They also found some unfamiliar words that made them confused to guess the meaning of the word in one paragraph. The researcher found that the student didn't use reading strategy in finding the main ideas. The most of them only read the whole paragraph. They did not know how to find the main ideas easily.

The problems came also from the teachers' sides. Based on the pre-observation, the teacher still used conventional strategy in teaching reading. They asked the students to read and understand a text. If they found the difficult word, they would ask to the teacher. After reading, the teacher asked one or more students to come in front of the class to read a text loudly. And then the teacher gave a question about the text. This learning condition make the students were not interested to learn; they feel bored.

The lecturers also tend to use the text book provided by the school and ignored the learner style. The teacher applied one teaching technique for the whole students who indicated have different learning style, audio learner and visual learner. That was one of the factors caused the students' reading comprehension did not increase maximally. Therefore, to enhance the students' achievement in reading comprehension. Reading comprehension (Dewi & Salmiah, 2019) (Oikhil, 2015) is one of the skills that students must have to enrich their knowledge, especially university students they needed a good strategy that could help them to comprehend reading text. To enhance the students' achievement in reading comprehension. Reading comprehension is one of the skills that students must have to enrich their knowledge, especially university students.

they need a good strategy that can help them to comprehend reading text. Therefore, the researcher took collaborative strategic reading (CRS) as reading strategy.

According to (Harvey, 2011) stated "reading strategy is tools that teacher use to help students learn to read and comprehend what they are reading". Moreover, (Erin, 2019) (McNamara, 2009) described "reading strategy is effective means of helping students to overcome poor readers. It means reading strategy is an effective way in teaching and learning process of reading comprehension". (Banditvilai, 2020) Reading strategies are purposeful means of comprehending the author's message. They are believed to influence readers in adjusting their reading behaviours to work on text difficulty, task demands and other contextual variables

Furthermore in (Zagoto, 2016) a research entitled collaborative strategic reading (CSR) for better reading comprehension stated strategy is contribute well toward reading. The teacher should implement a proper strategy when teaching reading. It because the teachers have a limited amount of time to teach reading, it is critical that they make use of the time they have to ensure knowledge and understanding of their text.

Based on the theories, the researcher concludes that reading strategy is a tool that teacher used in teaching subject. It is one of factors that influence the successful of teaching reading comprehension. It is needed in teaching and learning process. The teacher should use appropriate strategy to teach reading comprehension. It is very useful to reach the goal of reading as comprehension. Therefore, collaborative reading strategy are considered as good strategy in teaching reading comprehension.

Collaborative strategic reading is good strategy that makes the students have opportunity to be active and independent learning. So they can work together, build their vocabulary, and improve their reading comprehension.

According to (Grabe, 2009) “CRS is involves students work in groups to activate prior knowledge, make prediction, monitor comprehension difficulties, clarify information, restate important ideas, and summarize text”.

Furthermore, (Klinger, J.K, Sharon V, Alison, B, Elizabeth, 2012) stated that “collaborative strategic reading is an excellent technique for teaching students’ reading comprehension and building vocabulary and also working together cooperatively”. William and Marta defined “collaborative strategic reading is an instructional framework that can help students to understand all text that they read”.

Additional, (Abuhasnah, 2015) mentioned “CSR teaches students reading comprehension while working in small cooperative groups. Furthermore, (Fanola Jafri, 2014) defined collaborative strategic reading is an instructional framework that combines preview, click and clunk, get the gist, and wrap up in comprehension strategies and study skill with collaborative peer practice.

From definition, the researcher concludes that collaborative reading strategy is one kind of the strategy that used in teaching reading comprehension. In applying the strategy, the student should work together in their groups. It involved preview, click and clunk, get the gist and wrap up as the procedures of collaborative strategic reading.

There are many advantages of reading by using collaborative reading strategy (CRS). based on the research entitled Implementing Collaborative Strategy To Improve Reading Comprehension The Eleventh Graders Of Smk Kertha Wisata Malang (Indah, 2019) has many advantages. The students were more enthusiastic because they knew about the topics of the texts and enjoyed comprehending the texts using CSR. They felt that the method was not boring. They are providing meaningful roles for each student in the group, provides peer interaction, promote interest and persistence in the reading task, makes students

actively construct their knowledge, improve students’ accuracy and fluency of the oral reading, gain new vocabulary and builds on students’ knowledge and experience, and make the students spend the majority of their time engaged in academic discussion and enhance students’ inherent ability.

Furthermore, (Klinger, J.K, Sharon V, Alison, B, Elizabeth, 2012) mentioned “collaborative reading can enhance their reading comprehension, build vocabulary and learn cooperatively”.

Additional, (Grabe, 2009) stated “collaborative strategic reading has many advantages such as activate prior knowledge, make prediction, monitor comprehension difficulties, clarify information, restate important ideas, and summarize text”.

From the explanation above, the researcher conclude that collaborative strategic reading has many advantages. Collaborative strategic reading provides the student learn cooperatively, improve students’ accuracy and fluency of the oral reading, build their vocabulary, activate prior knowledge, make prediction, monitor comprehension difficulties, clarify information, restate important ideas, and summarize text.

The procedure of collaborative reading strategy is divided before, during and after reading activities. Before Reading, the teacher asked the student to tell what they already know about the text and predict what they will learn. It has purpose to active their background knowledge and enhances their vocabulary.

During reading, the teacher asked the students to focus on click and clunk. Click refers to the portion of the text was clear. While clunk refers to when the students find the word unclear or doesn’t make sense. So it must be breakdown. To break down the clunk, the student can use strategies. The name of the strategy is fix-up strategy.

According to Klinger, et al in their book entitled *Now We Get It: Boosting Comprehension with Collaborative Strategic*

Reading explained the function of fix strategies:

a) Fix-up strategy one: reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense. b) Fix-up strategy two: Reread the sentence with the clunk and the sentence before or after the clunk looking for the clues. c) Fix-up strategy three: break the word apart and look for a prefix, suffix, or a root word. d) Fix-up strategy four: look for the cognate and making sense.

After doing all the fix-up strategies, the teacher asks the student to get the gist by identifying the most important idea in a section of the text. When the students can restate in their own words the most important information about what they read, it is a very good indicator of reading comprehension.

After Reading, the student should wrap up what they have done. According to Klinger and Vaughn "wrap up gives students the opportunity to think about the entire text and what they have learned. It can improve students' knowledge, understanding, and memorize of what they have just finishing reading".

In a book entitled *Now We Get It: Boosting Comprehension with Collaborative Strategic Reading* (Klinger, J.K, Sharon V, Alison, B, Elizabeth, 2012), wrap up has two parts. First, students formulate as a teacher give a question about the important ideas in the text. They take turns asking and answering this question in their small groups. Next, as the final step in their small groups, the students review the important ideas they have learned. They write down a few key ideas from the text, share them with peers, and justify why they think they are important.

In a book entitled *Now We Get It: Boosting Comprehension with Collaborative Strategic Reading*, the roles of cooperative learning in group works include the following: a) Leader: the student who lead all the activities in their group. Such what should read next and what strategy to apply next. b) Clunk the expert: This

student uses clunk cards to remain the group of the steps to follow when trying to figure out a difficult word or concept. c) Announcer: This student calls on different group members to read or share an idea. He or she makes sure everyone participate and only one person talks at the time. d) Encourager: This student watches the group and gives the feedback. The student encourages all group members to participate in the discussion and assist one another. e) Reporter: During the whole class wrap-up, this student reports to the class the main ideas the group learned and shares a question the group has generated. f) Time Keeper: this student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of student).

In collaborative learning strategy, the students have a respective role in their group. They might be as a leader, clunk the expert, announcer, encourager, reporter, and time keeper. All group members should know what they should do and be responsible to each task given to them. Roles should be rotated on a regular basis so the student will get a variety of roles. And they can take turn become a leader or other roles.

From the explanation above, the purpose of this study was to determine whether there was a significant difference between students who used collaborative reading strategies (CSR) and those who did not use it and its effect to students' reading comprehension achievement.

2. METHOD

The researcher used the quantitative approach. It was designed under post test only. The experimental study has purpose to investigate the effect of two different treatments. The first treatment collaborative strategic reading and the second treatment used conventional strategy. The treatment would be started by explaining the characteristic of the strategies. It has purpose to make the student be familiar with the strategy used. After that the

teacher implemented the strategy in the class room. In collecting the data, the researcher used reading test as the instrument. Reading test has purpose to measure the students' reading comprehension achievement. Before giving the test, the instrument should be tried out. The tryout has a purpose to analyze whether the instrument was not or good. To know the quality of test, the researcher used item analysis. Item analysis consists of discriminating power, level of difficulty, reliability and validity.

The data are collected by means of data collecting techniques that are analyzed in the following steps. They are Normality Test, homogeneity test, and hypotheses test.

3. DISCUSSION

There are two test should be considered as a pre-requisite analysis of this research, they are normality and homogeneity test. Normality test is to find out whether the data is normal distribution or not, while the homogeneity test is to find out whether data are homogeneous or not. Both of the test; normality and homogeneity will be explained as follows.

3.1. Normality

To know whether the data have normal distribution or not, the value of $\alpha = .05$ is used as the standard. The hypotheses for testing the normality as follows:

H0: The data is normally distributed.

Hi: The data is not normally distributed.

The data are considered normally distributed when $p\text{-value} > \alpha = .05$. To know the data was normal or not, the researcher examined the score of post test. The data were considered normally distributed when $p\text{-value} > \alpha = .05$ (H0 was accepted).

In this research, the researcher analyzed four kinds of normality based on the post test result. The data was analyzed by seeing Kolmogorov-Smirnov and Shapiro Wilk in SPSS 20.

Tabel 1. Tests of Normality for Collaborative Strategic

	Colmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Collaborative Reading Strategic	.198	9	.200	.931	9	.487

*. This is a lower bound of the true significance.

On the table above, the researcher find the significant value of CSR is 0,200 and based on Shapiro-Wilk is 0.487. The scores show that the significant value is greater than 0.05. It means that the data was distributed normally. It can be interpreted that the higher, average, and lower students were distributed proportionally.

3.2. Homogeneity

Table 2. Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
.387	3	32	.763

Test the null hypothesis that the error variance of the dependent variable is equal across groups.

Based on the levene's test of equality, the significant value is 0.736. It is higher than 0, 05. It means that the sample of the data is homogeneous. The population variance is equal one another. In analyzing the data, the researcher used one-way anove on SPSS 20. The finding of the hypotheses will be explained as follows:

The significant different between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement.

Related to look the significant between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement.

H0: There is no significant difference between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement.

H1: There is significant difference between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement.

$$H_0: \mu A_1 = \mu A_2$$

$$H_1: \mu A_1 \neq \mu A_2$$

Based on the table to know the differences between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement. we should analyze the p-value and critical value. For p-value approach, we can see from the "sig" columns that we have statistically significant difference in reading strategies between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement. at the $p = 0.013$. It is lower than 0.05 ($p < 0.05$). For critical value approach, we can see from the "F" columns. We have statistically significant difference in reading strategies at the $F = 6.99$. It is higher than 4.14 ($F > F_{table}$). From both p-value approach and critical approach, it can be interpreted that there is a significant difference between students who CSR and those who use conventional strategic reading in students' reading comprehension achievement.

So, the result proved that collaborative strategic reading has significant difference in students' reading comprehension achievement. Even the collaborative reading strategies has significant difference in students' reading comprehension achievement but it has some weaknesses in its application. Such as During the treatment in collaborative strategic reading class, the researcher provoked some problems. Since the students work in group, it consumed a lot of time for organizing the classroom activity before studying (ex. in rearranging the table, dividing the student into a group and explaining the students' role). It became the main problem since the time given for the teaching and learning process was limited. But all the problems can be resolved well.

4. CONCLUSION

Based on the result of data analysis, there was a significance different student who use CRS in students' reading comprehension achievement. It was supported by the score of significance is 0,013. This value was less than 0.05 . Therefore, H_a was accepted and H_0 was rejected. In other words, CSR significantly affects toward students' reading comprehension.

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