

The Impact of Collaborative Strategic Reading (CSR) on the Students' Reading Comprehension

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ABSTRACT

The researcher found some problems of students in reading comprehension. The classroom was also quite crowded, boisterously, and students bored. The aims of this research are to know whether there is any significant effect of using Collaborative Strategic Reading (CSR) on the student reading comprehension. To explained the impact of using Collaborative Strategic Reading (CSR), the researcher used pre-experimental research and quantitative approach with one group pretest and posttest. This research was conducted at SMAN 6 Kediri. The subject of this research is first grade students and the sample consist of 36 students. The result of this research showed that t-score is higher than t-table in the level significant of 0,000. The mean score of pretest is 57,77 and the mean of posttest is 87,77. The result of this research shows that there is any significant effect of using Collaborative Strategic Reading (CSR), it is proven by the different score between pretest and posttest. This strategy helps the students to solve their problem in reading comprehension. The students are able to understand the text easily and enjoy learning.

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1. INTRODUCTION

Reading is one of the language skills that should be mastered by students and have an important role in learning English. It shows that reading is the main key to get the knowledge. The process of learning is to gain more knowledge that involves the ability to read. Through reading, reader can gather the information and communicate easily. Reading is one of the basic skills of English. It is categorized as input skill. It means when people read something they will get information from that. Nunan (2004: 68) states, reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading, readers combine the text and the information from their existing background knowledge. Tarigan (2008), reading is a process that is carried and used by readers who want to get the messages delivered by the author through the medium of words or written language. Because it contains not only source information but also the language's knowledge. In this situation, students can improve their language skills.

Beside reading is a skill that is developed and applied to fine messages that are conveyed through the use of a writer words or written language. Reading is also required to understand the answer to a specific question or difficulty for which a person is reading. It is necessary for those who consider English to be a second language to be able to read in English. The studying cannot be separated from the comprehension. Reading comprehension develops the feel of words, sentences, and connected textual content in order to present written information facts. The basic purpose of the reading is to comprehension the text. Syatriana (2011), states that analyzing comprehending information that has been read is an active thinking process that depends not only comprehension

skills but also on students' previous information. Reading comprehension is a skill that is essential for everyone's educational achievement. Reading comprehension is an important skill that is required in all area of school. Other than reading, there are variety of subjects from which to choose. In literature, where reading comprehension are crucial science, social studies, and math are all subjects that should be included. In the field of science, research is essential. Reveals that many students may not have the necessary prior knowledge or reading method to succeed. As a result, the students' comprehension of text is poor. It is also found that students lack the specific reading strategies to generate inferences that aid in understanding of texts (Best, Rowe, Ozura, and McNamara, 2005).

Reading is an activity that involves levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps the reader receive new words and phrase that they come across in everyday conversations. Harmer (1983) stated that "reading is not passive skill. Reading is an occupation. It involves many skills as guessing, predicting, checking, and asking oneself question". To do it successfully, the reader have to understand the words in the text mean. The reader can understand the argument in the text and work out if they are agreed with them or not. Usually, most of people only read the text without knowing the meaning from the text and quickly forget it.

According to Darwanto (2000:63) "Reading is seeing and understanding the contents of what is written by reciting in heart, spelling or reciting what is writing, saying, knowing, guessing, understanding and understanding". It can be said as a process of communication between two parties, namely the reader and the writer. In addition, reading is bringing meaning to and getting meaning from written materials. Another writer, explained by Lewin (2003) stated that reading is understand the meaning of a text in reading activity, the reader make interaction among eyes and mind to gain what the writer extended. Reading is an active process that depends on both writer's ability to convey meaning using words and their ability to create meaning for them.

Reading is important for students, particularly with studying English, which is a foreign language. For the majority of students, this is the most critical ability to master in order to succeed not only in learning English, but also in any content class that requires reading in English. Learners will make more progress in all areas of learning if their reading skills are improved. Many academics hold different perspective on the definition of reading. In addition, Harrison (2004:3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capacity will provide the foundation for emotional, moral, and verbal intelligence growth. Furthermore, these developments influence the type of person that people become.

Based on the statement above, reading is a process understanding the core or idea written by the writer. Reading is not easy, the reader should know the information or the meaning they read and can convey it with their own version.

Reading comprehension is reading with understand or silent reading. The aim is to get information, to understand and to draw something from the text. The primary purpose of reading comprehension is to improve the student ability to understand English as it is used in written material.

Reading cannot be sparated from comprehension, because reader has to comprehend what they read to get information from a text or a book. According to Scanlon et al (2010:276), comprehension is an active, constructive process in which the ultimate understanding of the text and the reader's preexisting knowledge related to the topic of the text.

Neufeld (2005:302) states that comprehension is the process of constructing involves two important features: being actively involved with the text and using appropriate by Ahuja (2001:10), she states that comprehension is the product reconstructing the facts within nervous system of the reader. It means that the reader will construct her or his background knowledge in understanding the text.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experimental background or prior knowledge, and interpret it with the reader's needs and purpose.

There are many strategies that students can use to comprehend reading skill. Brown (2001:306) offers 10 strategies: a) identify the purpose in reading. The goal is to make reader know what they look for and discard useless information. b) use graphemic rules or also called as phonies approaches where readers learn English spelling convention, the purpose is that reader is able to sound out word. c) use efficient silent reading techniques. It is use for global understanding. By applying the strategy, a reader is able to skip over the text and inferring its meaning from its context. d) skim the text for main ideas. It is strategy to find the gist of a paragraph or a text. Readers quickly read across a whole text to find main topic, message or ideas, and the purpose of the passage. e) scan the text for specific information. it is strategy of grouping ideas into meaningful cluster. f) use semantic mapping or clustering. It is strategy of grouping ideas into meaningful cluster. g) guess what the readers are not certain. The goal is to make the reader easy to understand the text. h) analyze vocabulary. The aim is to make the reader easy to understand the word. i) distinguish between literal and implied meaning of the word. j) capitalize on discourse makers to process relationship. It is strategy to know the relationship between the previous idea and the next idea.

From the strategies above, the readers need to maximize their eyes and brain to grasp the author's message while they are reading. The important thing of the reading activity is the readers can comprehend the idea in the form of implicit or explicit meaning. To comprehend the text the readers can use the certain strategies that they know, so, the strategies in the reading comprehension are the important thing to comprehend a text the strategies of reading comprehension are expected can be useful so that the purpose of reading a text can be achieved.

Reading activities also required in academic context, for most students', there are many problems in reading. According to Hanfarentin (2018:4) stated that the problems of students in Reading: 1) students got difficulties in understanding the text, 2) students did not know how to find main idea, implicit and explicit information, especially in analyzing generic structure, 3) students were bored in English lesson, 4) students were not enthusiastic in learning English and some of them also had different background knowledge. From that statement, the author found several problems of students in reading. Students do not know what each word means and students are still confused by the teacher's homework instruction. The classroom was also quite crowded and boisterous during the learning process, making the scenario ineffective. The students were sometimes bored in English class, were passive in class, and several of them were tired. Student did not respond spontaneously when the teacher asked them a question. It indicates that they did not grasp the information completely. Therefore, writer find variety of strategy that suitable for this research, one of them is Collaborative Strategic Reading (CSR).

There were some strategies to teach English in Senior High School. The researcher chooses one of strategy in Collaborative Strategic Reading (CSR) in Recount Text because recount text is a part of recent target in teaching.

One strategy for teaching in senior high school is a Collaborative Strategic Reading (CSR). Teaching learning process should be varied to make students feel fun during learning. Thus, the researcher will use Collaborative Strategic Reading (CSR) in reading comprehension. As we know CSR is a collaborative strategy that use comprehension strategies while working cooperatively. In this learning strategy, students will study by small group.

Collaborative Strategic Reading (CSR) is one type of comprehension strategy instruction that is designed to improve learner strategy reading abilities through small group discussion. It means by using CSR can improve the students in reading comprehension, increase their vocabulary, and also engages the students to work cooperatively with their friend in small group.

Collaborative Strategic Reading (CSR) was developed by Janette K, Klinger and Sharon Vaughn in 1996 and 1998. Collaborative Strategic Reading (CSR) is a reading comprehension strategy that combines to instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and (2) cooperative learning or students pairing (Johnson & Jonhson, 1987). In reciprocal teaching, teacher and students take turns leading a dialogue concerning key feature of the text through summarizing, questioning, clarifying, predicting, and in cooperative learning, the students brainstorming, predict, clarify words and phrases, highlight the main idea, summarize the main idea(s) and important detail and ask and answer questions.

Klinger and Vaughn (2007:142) stated that developing the students reading comprehension and building up conceptual learning in ways that maximize the student participation is the goal of this strategy. It means that CSR techniques not only focuses on students reading comprehension in every reading class, but also concentrates to how well the students can socialize and solve the problem cooperatively with their friends in a small group. Meanwhile, Vaughn and Bos (2009) state that CSR strategy is a strategy that multicomponent. Use of comprehension strategies able to train or guide students in a groups and practice what they have learned.

Based on the explanation above, it can be concluded that Collaborative Reading Strategic (CSR) is a technique that teaches students to work cooperatively in reading comprehension. by work cooperatively, students can share their friends and also can active in a group.

There are 4 stages for teaching reading use Collaborative Strategic Reading (CSR) according Klinger and Vaughn (2004):

1) Preview

Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

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. Clicks refer to portions of the text that make sense to the reader. When a student comes to a word, concept, or idea that does not make sense or they do not know the meaning of a word, it is a clunk.

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. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how.

In this research, the researcher will use the Collaborative Strategic Reading (CSR) that was developed by Klinger and Vaughn (1999). This theory has been proven and is very appropriate to use in carrying out this research, so that it can carry out activities and obtain data according to researcher needs.

2. METHOD

This research used quantitative approach and pre-experimental design technique with one group pretest and posttest design. This research was conducted at SMAN 6 Kediri. The population of this study is the eleven grade students consist of 124 students and the sample is X-2 class consist of 36 students. T-test was used to analyze the data with SPSS version 23. There are two variables in this research. The first is dependent variable is reading comprehension and the second is independent variable is Collaborative Reading Strategy (CSR). The instrument of this research is reading test, those are pretest posttest and lesson plan. The pretest consists of 20 multiple choice question and number of the question for each indicator is five about recount text that have done before treatment in order to know the basic students reading comprehension. Then, the posttest are also consists of 20 multiple choice question and number of the question for each indicator is five of recount text which given after the treatment in order to know there is any progress from students’ reading comprehension or not. Those tests can help the researcher to measure the students’ reading comprehension. The scoring of those tests is measured from the level of question, so the score in each question is difference.

3. RESULT AND DISCUSSION

The result of the research shows that Collaborative Strategic Reading (CSR) proves has significant effect on students’ reading comprehension. From the paired sample statistics on the table 1, the mean score of pretest is 57,77 and the standard deviation 8,404. In the other hand, the mean score of posttest is 87,77 and the standard deviation is 8,737. The number of participants from each test (N) is 36. It means that there is an effect on the students’ reading comprehension using Collaborative Reading Strategic (CSR).

Table 1. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	57.7778	36	8.40446	1.40074
	posttest	87.7778	36	8.73780	1.45630

Moreover, in Paired Sample Test on table 2 showed that t-test is -61,482 with the degree of freedom 35 and the significant is (2-tailed) $0,000 < 0,005$. It can be concluded that t-test is higher than t-table, so H_a is accepted. In conclusion, there is an effect of applying Collaborative Reading Strategic (CSR) in teaching reading comprehension at second grade students of SMAN 6 Kediri.

Table 2. Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-30.00000	2.92770	.48795	-30.99059	-29.00941	-61.482	35	.000

After knowing the result of this research, it can be seen that Collaborative Reading Strategic (CSR) can make the students have positive ability in reading comprehension as like finding the main idea, identifying generic structure, and finding the social function of the text easily. It is in line with Anike (2014) on her research entitled "The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109, Tangerang" also showed that using Collaborative Strategic Reading was effective to improve students' reading comprehension and also make students' actively and being motivated in teaching and learning process.

4. CONCLUSION

Collaborative Reading Strategic (CSR) is an effective strategy to teach reading comprehension at second grade students of SMAN 6 Kediri in academic year 2022/2023. It is supported by the result of analyzing pretest and posttest with the level of significance is (2-tailed) $0,000 < 0,005$. In line with this view, the students' reading comprehension are increased after being taught by using Collaborative Strategic Reading (CSR) that is mean score of posttest are higher than score of pretest. In addition, teaching reading comprehension using Collaborative Reading Strategic (CSR) helps the student to solve the problem. This strategy also gives good effect to make the students active and responsible.

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