

USING COLLABORATIVE STRATEGIC READING (CSR) TO DEVELOP READING COMPREHENSION OF THE SECOND YEAR STUDENTS

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Abstract

The objective of this research was to find that collaborative strategic reading (CSR) could develop reading comprehension of the second year students at MTs Darud Dawah Wal-Irsyad Pasangkayu. The research was pre-experimental design. The researcher employed purposive sampling technique and applied one group pre-test and post-test design. The data were collected through pre-test and post-test and were analyzed statistically. The means score of the students in the pre-test was 64.5 and the post-test was 78.2. By applying one-tailed test with 0.05 level of significance and the degree of freedom (df) was (25-1) 24. It is found that the t-counted was 6.75 greater than t-table 1.711. Based on the result of analysis the hypothesis was accepted because the researcher found that there was a significant difference from the development of the students' reading comprehension through collaborative strategic reading (CSR). It means that Collaborative Strategic Reading could develop reading comprehension of the second year students at MTs Darud Da'wah Wal-irsyad Pasangkayu.

Keywords: Collaborative Strategic Reading; Reading Comprehension; Develop

INTRODUCTION

Reading is one of the fundamental ways of getting information in our society and academic setting in particular. It is the most urgent activity in any language class, not only as a source of information and pleasurable activity, but also as a means of combining widening one's knowledge of the language. It plays an important role for students because it enables them to know something that they never face or see before and to get more knowledge, experience, pleasure and useful information. So through it, people can obtain information that can help them to understand and solve various problems coming constantly in their daily life. They should read books, especially for the students who want to develop their knowledge.

Reading is a process of communication from a writer to a reader. It involves recognition of letters, words, phrases and clauses. The reader receives information from the author's words, sentences, paragraph and tries to understand the inner feeling of the writer.

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According to Grabe and Stoller (2002:9), “Reading is the ability to draw meaning from printed page and interpret this information appropriately”.

In addition, according to Heilman, Blair & Rupley (1981:242), “Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language”. Smith (1978:56) states, “Reading comprehension means the understanding, evaluating, utilizing of the information and gained through an interaction between reader and author”. A good reader must have skills to read. Heilman, et al (1981:241) state,

The five skills that should be achieved in reading comprehension, they are as follows:

- a) Recalling word (vocabulary knowledge).
- b) Drawing inferences from the content.
- c) Following the structure of a passage.
- d) Recognizing writer’s purpose, attitude, tone and mood.
- e) Finding answer to questions answered explicitly or in paraphrase.

Some students have problem in understanding reading text. By introducing the five skills in reading comprehension, the students can be more interested in learning English. It is because these skills provide solution for students to solve their difficulties especially in identifying the words that has more than one meaning. It is not easy for them because they are not familiar with the words used. According to Nuttal (1982:77),

Any word that has more than one meaning is bound to cause trouble to the inexperienced, and we are all in some field-some of the most dangerous misunderstanding arouse when apparently everyday words are used in specialized sense by writers in specialized fields.

Comprehension is obviously classified into some levels. There are four levels of comprehension: Firstly, according to Smith (1980:170), “Literal reading involves the idea and fact that are directly stated in the printed pages”. Secondly, according to Burn (1984:101), “Interpretative reading involves reading between the line and making inference”. Thirdly, Rubin (1982:62) states, “Critical reading is at higher level than the other two levels such as literal and interpretative comprehensions since it involves evaluation, making of personal judgment, the reader must be able to collect, interpret, apply, analyze, and synthesize the information”. The last is creative reading, according to Harras and Sultianingsih (1997:29), “Through creative reading, a reader attempts to extended a passage beyond the limits set by the author”.

By using Collaborative Strategic Reading (CSR), teacher teaches students to use comprehension strategies while working cooperatively. Students of mixed achievement levels

apply comprehension strategies while reading content area text in small groups of five students each. Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-aloud. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement during learning process. CSR has also yielded positive outcomes for average and high achieving students (Klingner, Vaughn, & Schumm, 1996).

CSR is one of strategy used to teach reading comprehension to students by guiding them to use comprehension strategies while working cooperatively, divide the students into some small groups that consist of 5 students. This strategy would build and explore readers' prior knowledge and promote the reading comprehension. Collaborative Strategic Reading allowed the students to collaborate with teacher and other students to construct their understanding in reading a text.

The researcher formulated the research question: *Can the use of Collaborative Strategic Reading develop reading comprehension of the second year students at MTs Darud Da'wah Wal-Irsyad Pasangkayu?* The objective of this research was to find out that Collaborative Strategic Reading can develop reading comprehension of the second year students of MTs Darud Da'wah Wal-Irsyad Pasangkayu.

METHODOLOGY

The researcher used pre-experimental research design. It means that in conducting the research, the researcher used one class as sample without control group. By using this design, the researcher administered pre-test before the treatment and post-test after the treatment. Best (1981:81) proposed the research design as follows:

$$O_1 \quad X \quad O_2$$

Where:

O₁ = pre-test

X = treatment

O₂ = post-test

Furthermore, to determine the sample of this research, the researcher used purposive sampling technique. The sample in this research was the second year students of the second year students at MTs Darud Da'wah Wal-Irsyad Pasangkayu (VIIIa). In this research, the researcher used two variables; they were dependent and independent variables. Therefore, the independent variable is Collaborative Strategic Reading and dependent variable is the

students' achievement in reading. There are two tests administered to the students. They are pre-test and post-test. It consists of three types: they are multiple choice test, essay tests and true- false. The distribution of score in each item can be seen in the table below.

Table 1
The scoring systems of test

No	Name of Test	Number of Items	Scores of each Correct Answer	Maximum score
1	Multiple Choice	10	1	10
2	True -False	10	1	10
3	Essay	5	3	15
Total		20 items	5	35

The researcher analyzed the data by using statistical analysis. It used to analyze the test instrument result (pre-test and post-test). She computed the individual scores, by using a formula proposed by Arikunto (2006:276):

$$\Sigma = \frac{x}{N} \times 100$$

Where:

Σ = standard score

X = sum of correct answer

N = maximum score

100 = fixed score

The researcher calculated the mean score of the students in each test. Then, she computed mean deviation between pre-test and post-test, she used the formula proposed by Arikunto (2006:307) as follows:

$$Md = \frac{\Sigma d}{N}$$

Where:

Md = mean score

Σd = the total score of deviation.

N = number of students

Next, the researcher compute the square deviation by using formula proposed by Arikunto (2006:308) as follows:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = the sum of squared deviation

$\sum^2 d$ = the sum of deviation

In order to know whether the students pre-test and post-test have significant difference, the researcher used the formula proposed by Arikunto (2006:349) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

t = t-test score

Md = mean from pre-test and post-test

$\sum x^2 d$ = the sum of squared deviation

N = number of student

FINDINGS

Before giving treatment, the researcher examined the students' ability in reading comprehension using a test called pre-test. It was applied to measure the students' reading comprehension before they got treatment. From the calculation, it showed the highest score was 80 and the lowest score was 54. After getting the total score of the students, the researcher computed the students' means score in pre-test was 64.5. After doing the post-test, it was found that the highest score was 94.2 and the lowest score was 62.8. The researcher then calculated the mean score on post-test was 78.2. These showed that students' achievement was increased after the treatment. After computing the students' learning achievement after the treatment, the researcher wanted to know the distribution of their scores on pre-and post-test. To get the result of the computation, the researcher obtained it through counting the deviation of post-test, pre-test and square deviation. The result presented in the table 2.

The students mean deviation score was 14.172, after getting the mean deviation, the researcher computed the sum of square 2652.26. After having the sum of square deviation of the group, the researcher need to analyze the data statistically in order to know the significant difference of the pre-test and post-test by using t-test formula. From the computation, the researcher found that the significant difference between the result of the pre-test and the post-test of the students was 6.75.

Table 2
The Deviation of the Pre-test and the Post-test

No	Initial Name	Students Scores		Deviation (d)	D ²
		Pre-test	Post-test		
1	Sbn	71.4	80	8.6	73.9
2	Ska	60	77.1	17.1	292.4
3	Ysf	62.8	71.4	8.6	73.9
4	Irw	54.2	77.1	22.9	524.4
5	Irf	60	62.8	2.8	7.8
6	Sbr	57.1	85.7	28.6	817.9
7	Ski	57.1	80	22.9	524.4
8	Ian	62.8	91.4	28.6	817.9
9	Rhm	65.7	74.2	8.5	72.2
10	Mhi	62.8	71.4	8.6	73.9
11	Dzl	68.5	77.1	8.6	73.9
12	Kta	80	80	0	0
13	Gsr	62.8	94.2	31.4	985.9
14	Aya	77.1	82.8	5.7	32.4
15	Rhw	54.2	74.2	20	400
16	Sfa	57.1	71.4	34.3	1176.4
17	Nrm	60	74.2	14.2	201.6
18	Psd	74.2	80	5.8	33.6
19	Azz	74.2	71.4	2.8	7.8
20	Els	71.4	77.1	5.7	32.4
21	Lsr	60	65.7	5.7	32.4
22	Anr	62.8	71.4	8.6	73.9
23	Tli	60	88.5	28.5	812.2
24	Asy	57.1	80	22.9	524.4
25	Esk	80	77.1	2.9	8.4
Total		1613.3	1956.2	354.3	7673.4

DISCUSSION

The result of the observation showed that the students had lack opportunities in exercising themselves in reading. The teacher only asked the students to read the passage and to answer questions based on the reading passage. She did not apply specific strategy that could support the success of teaching and learning process in the class in presenting the material to the students. The scope of the research is limited to develop reading comprehension of the second year students of MTs Darud Da'wah Wal-Irsyad Pasangkayu using Collaborative Strategic Reading. It focused on the literal reading. Literal reading means understanding the reading text only based on the information that directly stated by the author of the text.

After the researcher conducted her observation, she gave the students test. The first test was conducted before treatment called pre-test. The researcher gave the students reading

passage containing the informative questions or wh-question (what, where, when, why, how). The tests consisted of five questions for essay, ten for true false statement and ten questions for multiple choice. The standard score was 70. Related to the result of students' pre-test, the percentage of students who failed in comprehensibility and accuracy was 72% and the students who passed the test was 18% in comprehensibility and 10% in accuracy. The percentage of students who got difficulties most in essay test was 32%. Regarding to the result of pre-test score, the researcher assumed that the students made some mistakes when they did reading text, they answered the tasks without understanding the reading text. The students still had low ability in comprehending the text.

To solve the problem the researcher applied Collaborative Strategic Reading (CSR) to help the students to develop their reading comprehension. The researcher taught reading comprehension to students by guiding them to use comprehension strategies while the students worked cooperatively and applied four main stages used in these strategies: preview, click and clunk, get the gist and wrap up. The researcher explained or demonstrated roughly what is to be done because the students need to feel enthusiastic about what they are going to do, while the students were working together in groups, the researcher stood in front or beside the classroom and kept on eye on what is happening. This situation made them participate and focus on the learning process.

The explanation above was supported by Klingner, Vaughn, Dimino & Bryant (2001), "Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning and behavior problems included in general education classrooms". It means that CSR is to improve reading comprehension and to increase conceptual learning in ways that maximize students involvement during learning process.

After giving the treatment, the researcher gave the post-test to the students. There was a significant progress between the result in pre-test and post-test. The students' percentage who did well or passed the test was 96% and 4% of students was categorized unsuccessful. By seeing at the result percentage from pre-test and post-test, the researcher found that the students' achievement was increased after the treatment. After comparing the result in pre-test and post-test, the researcher can conclude that there was a significant progress in developing students' reading skill by CSR. It could be said that Collaborative Strategic Reading (CSR) is an effective way to develop reading comprehension of the second year students at MTs Darud Da'wah Wal-Irsyad Pasangkayu.

Based on the research findings, the researcher believed that the use of Collaborative Strategic Reading has given big contribution to the development of students' comprehension achievement especially in reading skill. The research about CSR had been conducted by many researchers previously. One of them was written by Nohenriady (2011) which the title was "Using Collaborative Strategic Reading to improve the eight graders' reading comprehension at MTsN Sungai Pandan south Kalimantan". The result of her research showed that Collaborative Strategic Reading strategy can improve the students' reading comprehension in narrative texts in term of determining the topic of the text and finding the main idea.

Furthermore, a similar research was also done by Pratama (2012) which the title was "The use of Collaborative Strategic Reading to improve students' reading comprehension". The result also showed that the implementation of the Collaborative Strategic Reading could improve the comprehension of class 7D students of SMP Negeri 2 Singaraja in reading procedure texts.

CONCLUSION AND SUGGESTIONS

Referring to the findings of this research, it can be concluded that the use of Collaborative Strategic Reading can develop reading comprehension of the second year students at MTs Darud Da'wah Wal-Irsyad Pasangkayu. The numerical data of the students' mean score in the post-test (78.2) was greater than in the pre-test (64.4). It is also proved by the t_{counted} , (6.75) value which is higher than t_{table} value (1.711). It shows that the hypothesis of the research is accepted. As the result, the students are able to understand the text, to find the main idea and to create a summary that reviews the material. In addition, this strategy also brought positive effect in foster motivation and interest in learning English. Therefore, it could be concluded that using Collaborative Strategic Reading was effective in teaching English reading to develop students reading comprehension of the second year students at MTs Darud Da'wah Wal-Irsyad Pasangkayu.

Based on the conclusion, the researcher would like to convey some suggestions for those who involve in English teaching learning process. Firstly, teaching reading comprehension should be presented as interesting as possible. Collaborative Strategic Reading (CSR) could be one option to be applied in teaching reading comprehension. Secondly, in teaching activity, the teachers should give more opportunity to the students to be active during learning activities and the last, students should study hard and feel motivated to develop their reading skill.

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