

The Effect Of Collaborative Strategic Reading To Improve Students' Reading Comprehension On Narrative Text At Grade 8th SMPN 7 Pematangsiantar

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Abstrak

Bahasa adalah sebuah sistem komunikasi. Bahasa Inggris adalah salah satu bahasa internasional yang digunakan oleh orang-orang di seluruh dunia untuk berkomunikasi. Bahasa Inggris memiliki empat keterampilan dasar, yaitu: mendengarkan, berbicara, membaca, dan menulis. Membaca adalah tindakan membangun makna saat bertransaksi teks. Pemahaman membaca mengacu pada kemampuan untuk memahami sepenuhnya teks tertulis. Namun masih banyak siswa Indonesia yang merasa kesulitan dalam memahami teks bahasa Inggris. Masalah ini terjadi karena beberapa faktor. Salah satu teknik yang dianggap dapat mengatasi masalah ini adalah Collaborative Strategic Reading (CSR). CSR merupakan teknik kolaboratif yang mengajarkan siswa untuk menggunakan strategi pemahaman sambil bekerja secara kooperatif. Dalam penelitian ini, peneliti menggunakan teks naratif sebagai subjek penelitian untuk mengetahui apakah penggunaan Collaborative Strategic Reading (CSR) efektif untuk meningkatkan pemahaman membaca siswa pada teks naratif di kelas VIII SMPN 7 Pematangsiantar.

Kata Kunci : *Strategi Membaca Kolaboratif, Pemahaman Membaca, Teks Narasi.*

Abstract

Language is a system of communication. English is one of the international languages that are used by people around the world for communication. English has four basic skills, namely: listening, speaking, reading and writing. Reading is the act of constructing meaning while transacting text. Reading comprehension refers to the ability to fully understand the written texts. But there are still many Indonesian students who find it difficult to comprehend English texts. This problem occurs because of several factors. One of the techniques that is considered to solve this problem is Collaborative Strategic Reading (CSR). It is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. In this research the researchers used narrative text as the subject of this study to determine whether the use of Collaborative Strategic Reading (CSR) effective to improving students reading comprehension on narrative text at grade 8th SMPN 7 Pematangsiantar.

Keywords : *Collaborative Strategic Reading, Reading Comprehension, Narrative Text*

INTRODUCTION

Language is a system of communication. Through language people can express their ideas, thoughts and feelings and also communicate with each other. Language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. Languages are diverse and vary from country to country (Anwar, 2020). To facilitate communication between these countries with

different languages, an international language is determined which is the language used to facilitate international communication. A language is usually referred to as an international language if its use shows economic, political, technological, and cultural dominance among its speakers. English is one of the international languages that are used by people around the world for communication (Dhillon et al., 2020). English is used widely for purposes of commerce and science because English has virtually achieved the status of a world language (Gerlach-Houck et al., 2022).

English has four basic skills, namely: listening, speaking, reading and writing. Reading is the act of constructing meaning while transacting text. It means that reading is a process of transferring ideas and information to the reader as a form of communication. Therefore it is very important to have a good reading comprehension (Brevik, 2019). Reading comprehension is not just about reading text, but reading with the aim of getting a deep and thorough understanding about the text. There is much information that can be obtained in the reading activity (Delgado et al., 2018). Hence learning and mastering reading comprehension requires maximum effort. An individual's ability to understand text is influenced by their skills and their ability to process information. It can be concluded that reading is a process which develops a text critically and creatively in order the reader can understand content of the text that is delivered by the writer (Bogaerds-Hazenberg et al., 2021).

There are still many Indonesian students who find it difficult to comprehend English texts. This is supported by data from the survey results conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019. Indonesia is said to rank 62nd out of 70 countries with regard to literacy levels, or in the bottom 10 countries that have low literacy levels. Improving students' reading skills in English in junior high school as a foreign language is not an easy thing. Besides, the elimination of compulsory English subjects at elementary school makes English a language that students only start learning formally at junior high school. Whereas English learning at the elementary school level is also needed so that when students continue learning English at the junior high school level they will more easily accept it because they have known it since they were in elementary school (Muijselaar et al., 2018). Many students have a problem understanding the meaning of the English text (Jon et al., 2022). These problems occur because of students' lack in vocabulary and grammar mastery, students also have difficulty understanding reading content from the text, and do not understand what is being asked in the questions related to the reading. They may also perceive English as a difficult subject which causes their motivation to learn to be low. In order to have good reading comprehension skills, students should be able to identify the main idea of the text, identify specific information, find detailed information, identify implied information of the text, and understand the text conclusion. Students also need to understand the social function, generic structure and language features of the given text (Baye et al., 2019).

In addition to the problems experienced by students, the teaching techniques used by teachers will also be influential in helping students master reading comprehension. The teaching techniques used by teachers are often still teacher-centered and not student-centered (Smith et al., 2021). Teacher-centered learning tends to make students more competitive and individualistic as students have little opportunity to think critically and interact. Meanwhile, student-centered learning seeks to improve the learning system that has been emphasizing the direct provision of material by teachers where students seem passive in learning activities in the classroom (Alghonaim, 2021).

Reading as an activity that involves the reader, the text, to get information through written text, and build the meaning based on the reader's prior knowledge is important to be learned and mastered by every learner. Reading is a fluent process of readers combining information from a text and their own background

knowledge to build meaning. Reading is the process of reconstructing from the printed pattern on the ideas and information intended by the author (Duke et al., 2021). Moreover, Bond, Pinker and Wasson (in Aritonang et al., 2019) states that in our world, reading more will provide more information and it makes our knowledge become more numerous. It means that reading is done and used by the readers to get the message, information and knowledge from that will be informed. Based on the definitions, the writer concludes from the definitions above that reading is a learning process of transferring, receiving, and interpreting information from writer to the reader that is encoded in language by using written form.

Reading comprehension is the process by which a reader deduces meaning from a book using their prior knowledge, the text's subject matter and author's point of view, their perception of the reading's intended purpose, and the larger context in which they are reading. Reading comprehension is the process of building and deriving meaning from written language while engaging with and interacting with it (Lassiter, 2022). Additionally, reading comprehension was defined by Gilakjani and Sabouri as the act of deriving meaning from text. The goal is to comprehend the text as a whole, not to deduce meaning from certain words or sentences. Reading comprehension results in a mental image of a text's meaning paired with the readers' prior knowledge. From the definitions above it can be concluded that reading comprehension is a complex process of understanding written text where within the process, readers need to derive meaning that the writer want to convey. There will be an interaction between reader's background knowledge, their explanation toward the text, and the content of whole text itself. Therefore, to get the right amount of information readers are required to have abilities in recognizing the purpose of the text, understanding vocabularies, analyzing context, and organizing idea along with the use of an appropriate strategy in understanding the text (Bryson et al., 2018).

In the teaching reading process, there are several techniques that can be used by the teacher to improve students' reading comprehension and it is student-centered so that students can be more active. One of the techniques is Collaborative Strategic Reading (CSR) (Fu & Hwang, 2018). It is a collaborative technique that teaches students to use comprehension strategies while working cooperatively. Collaborative Strategic Reading (CSR) was discovered and established by Klingner and Vaughn in 1998. Collaborative Strategic Reading (CSR) is a research-based teaching practice on reading comprehension for students to enhance content learning (Riyawi, 2018). CSR teaches students reading comprehension while working in small cooperative groups. The objectives of CSR are to enhance reading comprehension and increase conceptual learning in ways that maximize students' association (Namdar et al., 2018). CSR consists of four reading comprehension strategies that are applied before, during, and after reading. CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up. First, previewing the text, allows students to activate their previous knowledge about the topic and predict what they should learn by reviewing pictures, titles or skimming the text. Second, click and clunk, giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph. Third, get the gist, students will conclude the main ideas of the text. Fourth, wrap up, students will make questions and conclude what they have learned. As a result of the application of CSR, students are not only able to have better comprehension of a text but also learn to communicate in a small group. By involving activities of this technique, students are expected to resolve their problems in comprehending reading text (Rodríguez-Antón & Alonso-Almeida, 2020).

According to the explanation of researcher above, the researcher used narrative text as a subject of this research. Narrative text is text that tells a series of past events. the purpose of the story is Text should entertain, express emotion, inform, and convince reader. Also, the actual or different experiences in different ways. On the other hand, that the narrative text is structured in this way emojis and imaginations that make

us laugh and cry reflect on our lives or reflect on our usefulness. If students understand what they feel from the context of the story through the contents of the story text (Okkinga et al., 2018).

Based on the explanation above, the researcher conducted a research entitled: "The effect of collaborative strategic reading to improve students' reading comprehension on narrative text at grade 8th SMPN 7 Pematangsiantar."

METHOD

Quantitative research is an approach to test objective theory by examining the relationship between variables. These variables, in turn, can be measured using instruments, so data counts can be analyzed using statistical procedures. It is supported by Aliaga and Anderson in Muijs (2004:1) explained that quantitative research is used to explain the phenomena by collecting numerical data that were analyzed using mathematically based methods (in particular statistic) (Dolgui et al., 2018).

The researcher was used quantitative research design with quasi-experimental research method. This research used two groups; namely the experimental class and control class. The experimental class was group that would be given treatment. The experimental class would be taught by using the Collaborative Learning Strategy toward reading comprehension (Embrey et al., 2018).

The procedure for obtaining data begins by giving a pre-test to both the experimental class and the control class. Then, the experimental class was given treatment by applying the collaborative learning strategy in reading comprehension, while the control class was not given the collaborative learning strategy treatment. After the treatment, the researcher gave a post-test to both classes to get the final result (Lestari, 2019). After that, the results of the pre-test and post-test were compared to find out whether the collaborative learning strategy was effective on students' reading comprehension. In this research, the writer tried to investigate the effect of collaborative learning strategy toward reading comprehension at grade ninth at SMPN 7 Pematang Siantar.

RESULT AND DISCUSSION

The data analysis in this research used the obtained data from pre-test and post-test during the research in school. Then, the researcher analyzed the data by following the procedure of the data analysis in the previous chapter. The results of the data are described below. The obtained data were "pretest and post-test."

Tabel 1. Pre-Test and Post-Test Scores in Experimental Group

No.	Students Initial Name	Pre-Test	Post-Test	Range
1	MDS	30	90	60
2	AFP	30	75	45
3	AHH	40	65	25
4	SUKS	45	85	40
5	AR	30	75	45
6	ASP	55	85	30
7	BM	45	85	40
8	CHP	35	90	55
9	CA	30	85	55
10	MS	45	85	40
11	DS	40	85	45

12	DCP	40	85	45
13	DS	40	90	50
14	GS	45	80	35
15	JG	60	85	25
16	KA	35	90	55
17	MNS	55	85	30
18	OS	30	85	55
19	PR	50	80	30
20	PSS	50	80	30
21	AV	50	75	25
22	RC	40	90	50
23	BA	35	90	55
24	RGS	45	85	40
25	MMS	35	85	50
Total		1035	2090	1055
Mean		41,40	83,60	42,20

Based on the table, it can be seen that the lowest pre-test score in experimental group was 30 and the highest score was 60. There were five students who got 30. There were four students who got 35. There were five students who got 40. There were five students who got 45. There were three students who got 50. There were two students who got 55. There was one student who got 60. The average of pre-test score in experimental group was 41,4. The lowest post-test score in experimental group was 65 and the highest score was 90. There was one student who got 65. There were three students who got 75. There were three students who got 80. There were twelve students who got 85. There were six students who got 90. The average of post-test score in experimental group was 83,6.

Results of Pre-Test and Post-Test in Control Group

The results of the data are described below. The obtained datas were "pre- test and post-test."

Table 2. Pre-Test and Post-Test Scores in Control Group

No.	Students Initial Name	Pre-Test	Post-Test	Range
1	AA	60	85	25
2	RM	50	75	25
3	AAS	45	60	15
4	AM	45	75	30
5	BS	50	70	20
6	CSAM	40	80	40
7	DDM	40	65	25
8	DW	30	75	45
9	FF	20	75	55
10	GJM	30	80	50
11	GS	30	60	30
12	JEM	30	75	45
13	SS	40	70	30

14	MS	40	80	40
15	MTSP	65	80	15
16	NKH	45	75	30
17	ACH	50	80	30
18	NSS	55	80	25
19	NZH	45	75	30
20	RMS	40	80	40
21	RAH	50	70	5
22	RIS	65	80	30
23	SR	35	75	40
24	BLS	50	70	20
25	ZAPS	55	80	25
Total		1105	1870	765
Mean		44,20	74,80	30,60

Based on table 2, it can be seen that the lowest pre-test score in control group was 20 and the highest score was 65. There was one student who got 20. There were four students who got 30. There was one student who got 35. There were five students who got 40. There were four students who got 45. There were four students who got 50. There was one student who got 60. There were two students who got 65. The average of pre-test score in control group was 44,2. The lowest post-test score in control group was 60 and the highest score was 85. There were two students who got 60. There was one student who got 65. There were four students who got 70. There were eight students who got 75. There were nine students who got 80. There was one student who got 85. The average of post-test score in control group was 74,8.

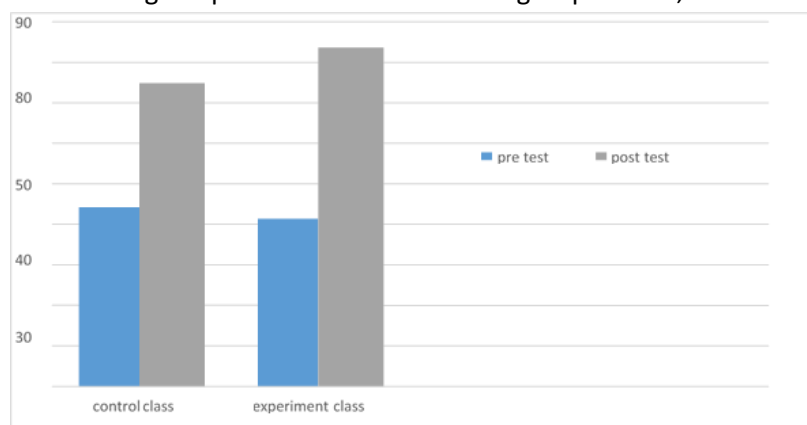


Figure 1. Chart the progress of students using collaborative learning strategy toward reading comprehension

Chart 3 show the progress of students reading comprehension after using Collaborative Learning Strategy. Chart 4.1.3 showed the total score pre-test in experiment class is 1865 which the average is calculated from the total score for the number of students, which is 1035 divide by 25 students, the result is 41,40. Then in control class the total score pre-test is 1105 which the average is 44,20. The total score post-test in experiment class is 2090 and the mean of post-test in experiment class is 83,60. Meanwhile, the total score post-test in control class is 1870 and the mean of post-test in control class was 74,80.

From table 4.1.3 can conclude the range, which the range is variation between post-test and pre-test.

The range in experiment class is 470. The mean of range in experiment class is 1055 divide by 25 students the result is 42,20. The mean of range in control class is 765 divide by 25 students the result is 30,60.

RESEARCH FINDINGS

The researcher found that using Collaborative Learning Strategy does affects on students' reading comprehension of recount text. This can be seen from the research findings below.

1. The mean score in experimental class from pre-test to post-test are 41,40 and 83,6.
2. The mean score in control group from pre-test to post-test are 44,2 and 74,8.
3. The improvement as the experimental group got in post-test was 42,20.
4. The improvement as the control group got in post-test was 30,6.

DISCUSSION

After analyzing the data results, the researchers found that the average post-test reading scores of the students in the experimental group were higher than the average post-test reading scores of the students in the control group (Muijselaar et al., 2018). The mean post-test score of the experimental group was 83.6, which was higher than the mean post-test score of 74.8 for the control group. The experimental group had a maximum post-test score of 90 and a minimum post-test score of 65. In contrast, the control group had a maximum post-test score of 85 and a minimum post-test score of 60. The group scored higher than the control group students on the reading comprehension test.

In addition, researchers argued that using collaborative learning in experiential groups gives students more opportunities to activate their previous knowledge of reading comprehension and develop their knowledge during treatment. The learning environment was student-centered learning (Anwar, 2020). The students encourage sharing their opinion in a group discussion and review their opinion tho, and share their understanding after learning a general topic. Finally, Collaborative learning has a great impact on the reading comprehension of SMPN 7 PematangSiantar students.

CONCLUSION

The finding of this research indicate that the use of Collaborative Learning Strategy is effective in improving student's ability in reading comprehension on Narrative text. This is proved by the students score in experimental class is higher than the control class. Based on the research results and supported by some previous researches, it can be concluded that the use of Collaborative Learning Strategy is very effective in improving students' ability in reading comprehension on Narrative text at the ninth grade of SMP Negeri 7 PematangSiantar.

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