

The Effect Of Using Collaborative Strategic Reading (CSR) On The Student's Reading Comprehension Of Tenth Grade At SMK Swasta HKBP Pematangsiantar

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Abstrak

Collaborative Strategic Reading (CSR) terbukti dapat meningkatkan pemahaman membaca siswa, oleh karena itu penelitian ini bertujuan untuk mengetahui dampaknya. Dengan menggunakan desain eksperimen semu, penelitian ini merupakan jenis penelitian kuantitatif. Dua kelompok, kelompok eksperimen dan kelompok kontrol, digunakan dalam penelitian ini. Hal ini dilakukan untuk menentukan kelompok mana yang berguna dalam membantu siswa dalam memahami teks naratif. Penulis mengajar kelompok eksperimen menggunakan membaca strategis kolaboratif (CSR), sedangkan kelompok kontrol menerima instruksi menggunakan media konvensional. Data untuk penelitian ini dievaluasi menggunakan uji-t. Hasil uji t sebesar 6,17, lebih tinggi dari t-tabel pada taraf signifikan 5% (1,67). Hasil uji signifikansi menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hal ini menunjukkan bahwa siswa kelas sepuluh di SMK Swasta HKBP Pematangsiantar sangat diuntungkan dengan membaca pemahaman teks naratif.

Kata kunci: *Collaborative Strategic Reading (CSR), Narrative text, Reading Comprehension.*

Abstract

Collaborative Strategic Reading (CSR) has been shown to improve students' reading comprehension, hence this study aims to determine its impact. Through the use of a quasi-experimental design, this study is a sort of quantitative research. Two groups, an experimental group and a control group, were used in this study. This is done in order to determine which groups were useful in aiding students in understanding narrative text. The author taught the experimental group using collaborative strategic reading (CSR), whereas the control group received instruction using conventional media. The data for this investigation were evaluated using the t-test. The t-test result was 6,17, which is higher than the t-table at 5% level significant (1,67). The outcome of the significance test indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This suggests that pupils in grade ten at SMK Swasta HKBP Pematangsiantar greatly benefit from reading comprehension of narrative texts.

Keywords: *Collaborative Strategic Reading (CSR), Narrative text, Reading Comprehension.*

INTRODUCTION

One of the key abilities with a significant global impact is English. Students were expected to be able to grasp both oral and written English to boost their confidence to compete in a global marketplace because it is used by many people and is one of the international languages. One of the abilities that students need to possess in order to comprehend written material is the ability to read. Reading is a vital skill for everyone and it has been a necessity for everyone who wants to gain information. Reading can not be separated from comprehension. That is why while students reading, they may have some problems dealing with reading comprehension. To comprehend the text is not easy to do because the readers must collaborate their prior knowledge with the written ideas that they obtained simultaneously. Following their reading of the text, it was intended that the students would be able to comprehend its meaning, identify its primary idea, draw conclusions from it, and correctly respond to all of the teacher's questions.

Based on the researcher's experience while doing teaching practice at Tenth grade SMK Swasta HKBP Pematangsiantar, the researcher found some students lack in comprehending text. When the researcher ask them about the conclusion of the text they have read, most of them can not give the conclusion of the text. They did not have good habit on reading and they also had difficulties in understanding English text because they have lack of vocabulary mastery. There are some factors because there were unfamiliar words, lack of vocabulary and they have poor mastery of grammar.

The aforementioned issues could be brought on by a variety of circumstances, such as the teacher's ineffective use of proper reading teaching methods during class, which resulted in a monotonous learning environment and decreased student interest in reading. To fix the issues mentioned above, The Collaborative Strategic Reading (CSR) approach to teaching reading comprehension is effective. Collaborative Strategic Reading (CSR) was one of the excellent techniques that can help students in improved their comprehension skills in reading narrative text by working together cooperatively (Vaughn; 1998:32). It also helps the student understand the concepts of reading text to enhance their comprehension, remember the material that they have read, and increase their vocabulary.

The Advantages and Disadvantages of CSR

Some advantages of Collaborative Strategic Reading (CSR) are:

1. CSR has been shown to improve students' motivation, critical thinking abilities, collaborative learning, positive attitudes, group work, and social skills. Putri (Alqarni, 2015) (2017:19). Due to the fact that they work in small groups during particular activities, students find it easier to comprehend the subject matter.
2. CSR involves many crucial elements of reading comprehension, including life experience, knowledge, prior knowledge activation, vocabulary, monitoring, and approach improvement. in Putri (Torgesen: 2004) (2017:20). Some CSR initiatives include all of these elements, which are connected with one another. CSR helps students develop reading comprehension techniques such as the effective use of prior knowledge and life experiences, click and clunks, where students look for challenging words.
3. All pupils in a classroom with diverse classmates benefit from CSR. 2011 (Thiessen) in Putri (2017:20). It encourages teamwork among the students and encourages them to share all of their knowledge and opinions in order to gather data that will be of assistance to those who struggle with reading comprehension.
4. CSR can be used with a variety of learners, including those with learning difficulties, underachievers, and non-native English speakers. (1999:285) Klingner and Vaughn There are some classroom

activities that can be used with kids that have a range of skills. As a result, by using this method, students with low reading comprehension ability and students with high ability can support one another and share ideas.

5. The use of a variety of CSR activities in cooperative learning groups gives students the chance to communicate, aid one another in comprehending, and resolve issues with their comprehension of the material (Zoghi, 2010 in Putri) (2017:21).

The Disadvantages and Disadvantages of CSR

According to Klingner and Vaughn (1996:40-41) there are some disadvantages of CSR, they are

1. Teaching the kids about CSR takes a lot of effort, and discussions over who will play which roles can take up a lot of time as well.
2. Teachers need to take a rigorous class in collaborative professional development programming in order to apply CSR.
3. Because teachers' English comprehension may be lacking, teaching CSR in the reading content area may require more attention than teaching other foreign language subjects.
4. The CSR must be taught collaboratively as a teaching team in a bilingual class program where the teachers use two instructional languages for the students.

There were several researchers that are relevant to this research, namely: Setyowati (2018), Lisandy & Adijaya (2019), and Hermawan (2015). They found that Collaborative Strategic Reading (CSR) technique was effective in teaching reading comprehension.

METHOD

In this study, a quantitative approach was employed to explore the relationships between the variables and test the validity of the objective theory. Collaborative Strategic Reading (CSR) was utilized in a quasi-experimental study to determine its impact on students' reading comprehension of narrative texts. Collaborative strategic reading served as the first independent variable, while reading comprehension served as the second dependent variable, in this study. There were 185 students in the tenth grade at SMK Swasta HKBP Pematangsiantar who made up the study's population. X TBSM 1 is the experimental class in this study, and X TBSM 2 is the control group. Purposive sampling is the sampling technique used in this study to collect samples.

The pupils are given a reading comprehension test twice in order to get the data. There were 25 questions in the multiple-choice test that was used. Students took a pre-test before receiving treatment, then a post-test with the identical questions as the pre-test was administered following treatment in order to gauge how well the students had retained the information. Following that, the researcher is scoring both the pre- and post-tests. Data were calculated using the t-test procedure.

FINDINGS

The learning outcomes provided to the two courses separately show the results of this study. To compare the findings from the two classes, there are two parameters (Control class and Experiment class). First, compare the scores of the control and experimental classes' students on the pre- and post-tests. Second, establish the significance of the treatment differences between the two groupings. Pre-test mean scores in the control class were 39,2 and post-test mean scores were 58, but pre-test and post-test mean scores in the experiment class were 42,26 and 79,86, respectively. Collaborative Strategic Reading (CSR), as evidenced by the mean score, improved pupils' reading comprehension. The study's findings indicated that students who were taught utilizing Collaborative Strategic Reading (CSR) had improved reading comprehension abilities. According to the pre-test results conducted

before Collaborative Strategic Reading (CSR) was implemented, students' comprehension capacity is poorer because they don't comprehend the content of the narrative texts they read, which results in a low score. After implementing Collaborative Strategic Reading (CSR), students' understanding of narrative literature improved. It is because after applying Collaborative Strategic Reading, students become more engaged, share their opinions on the text with one another, and cooperate to comprehend the text's substance. It is known that there is a significant difference between the experimental class and the control class after receiving the treatment and completing the post-test, with the experimental class' post-test value being greater than the control class' post-test value. As can be observed, the control class had a mean pre-test score of 39,2 and a mean post-test score of 58, while the experiment class had a mean pre-test score of 42,26 and a mean post-test score of 79,86. It implies that the experimental class saw the greatest improvement.

The following comparison between T-score and T-table

T-score	T-table Significant 5%	Ha	Ho
6,17	1,67	Accepted	Rejected

DISCUSSION

Reading narrative text was taught via collaborative strategic reading (CSR). With the help of this technique, students became more engaged in their education and interested in reading, especially narrative text. They were also more able to understand English narrative text. The result of calculation using the t-test formula indicated that the alternative hypotheses (Ha) were accepted and the null hypothesis (H0) was rejected based on the examination of the data and hypothesis testing. It shown that the students' reading comprehension improved when collaborative strategic reading (CSR) was used to teach narrative literature. The findings of this study were consistent with certain earlier studies. The first was Setyowati (2018), whose study was titled "The Effect of Collaborative Strategic Reading (CSR) on Reading Comprehension to the Tenth Grade Students of SMK PGRI 2 Kediri," according to which the results of the post-test revealed that the students' reading comprehension had improved following the instruction in Collaborative Strategic Reading and that there had been a significant impact on reading comprehension. Additionally, Lisandy and Adijaya (2019) published an article named "The efficacy on Students' Reading Comprehension of Narrative Text through Collaborative Strategic Reading (CSR) They found that Collaborative Strategic Reading (CSR), a strategy for teaching readers to understand narrative texts, was effective. The students' mean pre-test score of 64 was greater than their mean post-test score of 78, which is conclusive. In her 2015 study, The Effect of Collaborative Strategic Reading (CSR) to the Eighth Grade Students' Reading Comprehension at SMPN 1 Gampengrejo Kediri in Academic Year 2015/2016, the previous researcher claimed that the CSR technique was useful for teaching reading comprehension. The results of this study supported the alternative hypothesis, which suggested that the CSR technique had a considerable impact on the students' reading comprehension.

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