



The Effect Using Collaborative Strategic Reading on Student's Reading Comprehension at Students Of The Grade 10th SMAN 1 Jiwan

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ABSTRACT

The development of strong reading skills is crucial for fostering a child's social, language, and cognitive abilities, such as a positive impact on IQ up to age 14. The challenges that have been faced by Indonesia regarding bad literacy need improvement. Reading comprehension in English is an important skill to be taught and learned by students in senior high school. The objective of the research is to report whether the application of Collaborative Strategic reading can impact the reading skills to the students who are treated than other grade 10th students of SMAN 1 Jiwan and they are treated using conventional teaching. The researcher uses a Quantitative approach and the Quasi-Experimental Design in this scientific research. This study utilizes a Quasi-Experimental Design to investigate the potential causal relationship between the Collaborative Strategic Reading (CSR) method and students' reading comprehension skills (n=50). The results showed Implementation of Collaborative Strategic Reading demonstrates a statistically significant effect on student reading comprehension at SMA Negeri 1 Jiwan ($p = 0.015$ and $p = 0.036$).



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1. INTRODUCTION

The development of strong reading skills is crucial for fostering a child's social, language, and cognitive abilities, with research demonstrating a positive impact on IQ up to age 14. However, Indonesia faces a literacy challenge, ranking 108th out of 187 countries in reading habits according to the 2014 United Nations Development Program report. This highlights the need for initiatives to improve childhood reading proficiency in Indonesia.

The development of strong reading comprehension in English is a crucial skill for senior high school students. Research by Oktarina (2018) suggests that pedagogical approaches emphasizing instructional tactics and fostering collaborative learning environments have a demonstrably positive impact on student engagement and comprehension. Additionally, it is essential to identify and address any challenges students and teachers may encounter in the reading comprehension process.

Reading comprehension is a dynamic, continuous process that requires active engagement from the reader to construct meaning. Collaborative Strategic Reading (CSR) is a cooperative instructional approach that integrates elements of cooperative learning and reading comprehension strategies. This technique equips students with comprehension skills while fostering collaboration. In essence, CSR leverages the power of group effort to enhance students' comprehension, communication, and problem-solving abilities.

Collaborative Strategic Reading (CSR) aims to enhance student reading comprehension through collaborative learning. By working together in groups, students can develop a deeper understanding of the reading material. This approach fosters not only improved comprehension but also effective communication skills within the group. Furthermore, CSR seeks to maximize students' conceptual learning alongside comprehension. Research by Ziyaeemehr (2012) provides initial evidence, demonstrating significant improvements in reading comprehension for

engineering students in Iran when using CSR in collaborative groups compared to a traditional grammatical translation method.

Collaborative Strategic Reading (CSR) is grounded in the principle that students' desire to engage in reading practices positively impacts their comprehension. This approach leverages reading techniques and cooperative learning strategies within EFL classrooms. Research suggests that CSR can assist students in overcoming comprehension challenges, developing critical thinking skills, and fostering positive attitudes towards reading in a foreign language. Studies have shown that both CSR and Shared Reading (SHR) can enhance EFL learners' reading comprehension, with CSR demonstrating a more significant impact. Notably, research findings also indicate that the effectiveness of these reading treatments is independent of students' proficiency level.

The preceding review underscores the potential of Collaborative Strategic Reading (CSR) to enhance student reading comprehension in EFL contexts. Research suggests that CSR not only improves comprehension but also fosters critical thinking skills and positive attitudes towards reading foreign language materials. This study specifically investigates the impact of CSR on the reading skills of tenth-grade students at SMAN 1 Jiwan. The research objective is to determine whether the implementation of CSR leads to significant improvements in reading skills compared to a control group of tenth-grade students at SMAN 1 Jiwan receiving conventional instruction.

2. RESEARCH METHOD

The researcher uses a Quantitative approach and the Quasi-Experimental Design in this scientific research. This study utilizes a Quasi-Experimental Design to investigate the potential causal relationship between the Collaborative Strategic Reading (CSR) method and students' reading comprehension skills. In this specific design, two groups are employed: a control group and an experimental group. The control group will receive conventional reading instruction, while the experimental group will receive instruction using the CSR method. Following the intervention, both groups will be assessed on their reading comprehension skills to determine if the CSR method has a statistically significant impact compared to conventional teaching methods.

This is quantitative research with a Quasi-Experimental design approach can examines a specific population or sample, collects data using research instruments, and tests predetermined hypotheses (control and experimental groups). This study would employ three data-gathering techniques: pre-test, treatment, and post-testing. The design is described in the following table:

Table 2. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	O1	X	O2
Control Group	O3	-	O4

The participants of the Experimental Group will take a pre-test (O1) to measure a specific outcome variable before receiving the treatment and they will receive the treatment. Afterward, they will take a post-test (O2) to measure the outcome variable again. The participants of the Control Group will take the pre-test (O3) to measure the baseline outcome variable. However, they will not receive the treatment. They will then take a post-test (O4) to measure the outcome variable again.

This study aimed to investigate the potential effects of the Collaborative Strategic Reading (CSR) method on the reading comprehension skills of 10th-grade students at SMAN 1 Jiwan. Specifically, the research question centered on whether students who received instruction using CSR demonstrated statistically significant improvements in reading comprehension compared to those who received conventional teaching methods.

This research will take place in SMAN 1 Jiwan, focused on class 10th students in the English Narrative text for the 2023/2024 school year. This research will be conducted for approximately six months at SMAN 1 Jiwan, start from January–June 2024.

This study involved the sample of 50 tenth-grade students enrolled at SMAN 1 Jiwan during the 2023/2024 academic year. This section mixes the concept of observing student activities with data sources in research. Observations wouldn't be the primary data source here. From the explanation, data sources in research can be classified as primary or secondary. Data primary sources are obtained directly from the actual field and secondary sources data are obtained from other sources, such as books and articles.

This study employs a standardized reading comprehension test as the primary data collection instrument. the data will be derived from the results of a t-test, which will be used to compare the pre-test and post-test scores of the participants. The pre-test consisted of narrative text reading materials that the students responded to using their existing knowledge acquired through conventional teaching methods. The analysis of this pre-test data aimed to assess the students' prior reading comprehension abilities before introducing them to the Collaborative Strategic Reading (CSR) method. The experimental group received reading comprehension instruction using the Collaborative Strategic Reading (CSR) method. This instruction focused on analyzing narrative texts appropriate for their 10th-grade reading level. Given the limited availability of narrative texts within their standard textbooks, the researcher supplemented the materials with additional texts sourced from the internet. These supplementary materials ensured a wider range of appropriate reading passages for the students. Following the implementation of

the Collaborative Strategic Reading (CSR) intervention, a post-test was administered to assess the impact of CSR on students' reading comprehension. The results of this post-test were then analyzed to determine whether the CSR strategy yielded statistically significant improvements in students' reading comprehension ability.

To assess the impact of Collaborative Strategic Reading (CSR) on student reading comprehension, the researcher employed a pre-test/post-test design with two groups. Independent samples t-tests were utilized using SPSS software to compare the pre-test and post-test scores between the CSR and control groups, assuming normality and homogeneity of variance in the data. If these assumptions were not met, non-parametric Mann-Whitney U tests were employed.

3. RESULTS AND ANALYSIS

3.1. Pre-test outcome

3.1.1. Pre-test data

There are 24 students in the control groups and 26 students in the experimental groups. The minimum score of the control group's student is 16 and the maximum score is 90. The minimum score of the experiment group's student is 53 and the maximum score is 93. The pre-test results revealed a total score of 1.562 for the control group and 1.960 for the experimental group.

3.1.2. Homogeneity

In this study, researchers conducted two assumption tests, namely the Homogeneity Test and the Normality Test. In the Homogeneity Test, the null hypothesis (H0) is accepted, which states that the population sample is homogeneous. The significance value (P) in this Homogeneity Test is more than 0.05, which is 0.232. Therefore, the variances of the 2 groups of pre-test data measured are homogeneous.

Table 3.1.2. Homogeneity outcome

		Levene Statistic	df1	df2	sig.
Y_NilaiPreTest	Based on Mean	1,468	1	48	,232
	Based on Median	,666	1	48	,418
	Based on Median and with adjusted df	,666	1	33,760	,420
	Based on trimmed mean	1,190	1	48	,281

3.1.3. Normality

In the Kolmogorov-Smirnov Normality Test, the significance value (P) obtained is 0.200 for group 1 (experiment group) and 0.001 for group 2 (control group). On the one hand, the Shapiro-Wilk. The normality Test has a significance value (P) of 0.041 for group 1 (experiment group) and 0.001 for group 2 (control group). Based on the normality tests conducted, the research data cannot be assumed to follow a normal distribution. Given the non-normal distribution of the research data, as revealed by normality tests, the researcher opted for the Mann-Whitney U Test analysis and not the T-test analysis.

Table 3.1.3. Normality outcome

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
X_KELOMPOK		Statistic	df	Sig.	Statistic	df	Sig.
Y_NilaiPreTest	Kelompok 1	,138	26	,200	,918	26	,041
	Kelompok 2	,244	24	,001	,836	24	,001

3.1.4. Mann-Whitney U Test

A Mann-Whitney U test was performed to evaluate whether reading comprehension differed by Collaborative Strategic Reading involved two groups: an experimental group (Group 1) and a control group (Group 2). The analysis revealed a statistically significant difference in reading comprehension scores between the experimental group (Group 1) and the control group (Group 2), $U = 187.500$, $z = -2.431$, $p = 0.015$.

Table 3.1.4. Mann-Whitney U Test outcome

		Y_NilaiPreTest
Mann-Whitney U		187,500
Wicxon W		487,500
Z		-2,431
Asymp. Sig. (2-tailed)		,015

3.2. Post-test outcome

3.2.1. Post-test data

There are 24 students in the control groups and 26 students in the experimental groups. The minimum score of the control group's student is 23 and the maximum score is 93. And, the minimum score of the experiment group's student is 56 and the maximum score is 90. The control group's post-test yielded a total score of 1.599, while the experimental group's pre-test resulted in a total score of 1.977.

3.2.2. Homogeneity

In the Homogeneity Test, the null hypothesis (H0) is accepted, which states that the population sample is not homogeneous. The significance value (P) in this Homogeneity Test is less than 0.05, which is 0.038. Therefore, the variances of the 2 groups of post-test data measured are not homogeneous.

Table 3.2.2. Homogeneity outcome

		Levene Statistic	df1	df2	sig.
Y_NilaiPostTest	Based on Mean	4,546	1	48	,038
	Based on Median	2,960	1	48	,092
	Based on Median and with adjusted df	2,960	1	35,331	,094
	Based on trimmed mean	4,125	1	48	,048

3.2.3. Normality

In the Kolmogorov-Smirnov Normality Test, the significance value (P) obtained is 0.016 for group 1 (experiment group) and 0.100 for group 2 (control group). On the one hand, the Shapiro-Wilk Normality Test has a significance value (P) of 0.076 for group 1 (experiment group), 0.134 for group 2 (control group). Based on the normality tests conducted, the research data can be assumed to follow a normal distribution. Because the research data assumption test is not homogeneous even though it is normally distributed, the researcher does not use the T-test analysis, but the Mann-Whitney U Test analysis.

Table 3.2.3. Normality outcome

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
X_KELOMPOK		Statistic	df	Sig.	Statistic	df	Sig.
Y_NilaiPostTest	Kelompok 1	,191	26	,016	,930	26	,076
	Kelompok 2	,163	24	,100	,936	24	,134

3.2.4. Mann-Whitney U Test

A Mann-Whitney U test was performed to evaluate whether reading comprehension differed by Collaborative Strategic Reading from 2 groups, they are Experiment group (group 1) and Control group (group 2). The analysis revealed a statistically significant difference between the reading comprehension of experiment group (group 1) and control group (group 2), $U = 204.500$, $z = -2.097$, $p = 0.036$.

Table 3.2.4. Mann-Whitney U Test outcome

		Y_NilaiPostTest
Mann-Whitney U		204,500
Wicoxon W		504,500
Z		-2,097
Asymp. Sig. (2-tailed)		,036

Based on the results presented in this study, the alternative hypothesis (Ha) is accepted, which shows that there is a significant effect of the experimental group (group 1) and the control group (group 2) in the effectiveness of Collaborative Strategic Reading in enhancing students' reading comprehension of narrative texts at SMA Negeri 1 Jiwan.

A study by Selvia et al., (2023) showed a significant improvement in students of SMAN 1 Tembilihan's reading comprehension after implementing the effectiveness of Collaborative Strategic Reading (CSR) was demonstrated by significant gains in post-test scores compared to pre-test scores. Where these results were also obtained by the author with the use of quasi-experiment, the post-test results of the experiment group totaled 1.977 and the control group totaled 1.599 higher than the pre-test results of the experiment group totaled 1.960 and the control group totaled 1.562.

In the previous research, using narrative texts in the research allowed the researcher to explore the effectiveness of CSR for developing various literacy skills (Oktorianisarry et al., 2023). To assess this research, a

pre-test and post-test consisting of 30 multiple-choice narrative text comprehension questions were administered to 50 tenth-grade students at SMAN 1 Jiwan and the data was analyzed using SPSS to obtain statistical results.

This study definitely has its own limitations, which only focuses on the influence of Reading comprehension through Collaborative Strategic Reading of 10th-grade students at SMAN 1 Jiwan. So, the assessment of CSR methods can also be assessed through forms of evaluation such as quizzes or discussions and can be applied to formative and summative assessments.

Furthermore, one suggestion that can be considered, namely the use of narrative text is common in the measurement of CSR on reading comprehension. The use of more varied text types such as articles, short stories, novels, and journals is also important according to students' level of comprehension and learning objectives.

4. CONCLUSION

This study investigated the impact of Collaborative Strategic Reading (CSR) on the reading comprehension achievement of 50 tenth-grade students at SMAN 1 Jiwan. In alignment with the research hypothesis, the implementation of CSR demonstrated a statistically significant effect on student reading comprehension. The research employed a pre-test/post-test design with two groups: an experimental group receiving CSR instruction and a control group receiving conventional instruction.

In the pre-test assumption test, the results are 0.232 for homogeneity, 0.200 on Kolmogorov Smirnov and 0.041 on Shapiro Wilk for group A and 0.001 on Kolmogorov Smirnov and 0.001 on Shapiro Wilk for group B. In the post-test assumption test, the results were 0.038 for homogeneity, 0.016 on Kolmogorov Smirnov and 0.076 on Shapiro Wilk for group A and 0.100 on Kolmogorov Smirnov and 0.134 on Shapiro Wilk for group B. The Mann-Whitney U Test hypothesis test resulted in 0.015 for Pre-test and 0.036 for Post-test.

In this study, researcher suggest reaching a wider research population so that the research data is more representative, the data can be normally distributed and possibly more homogeneous. This research can be carried out longer, approximately 2 weeks to get more complete results. The use of more varied texts is strongly suggested, such as articles, short stories or novels, and journals according to students' level of comprehension and learning objectives.

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