

**THE EFFECT OF USING COLLABORATIVE STRATEGY READING ON
STUDENTS READING COMPREHENSION IN NARRATIVE TEXT
AT TENTH GRADE OF SMAN 1 TEMBILAHAN**

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ABSTRACT

This research aimed to know the effect of using Collaborative Strategy Reading on students reading comprehension at SMAN 1 Tembilahan. The researcher found several problems were experienced by students in english, such as: Students had difficulty understanding reading texts, some students were not be able to get information from the text, students need much time to comprehend the text, and students had problems answering the reading passage. Collaborative Strategy Reading is useful for students skill in reading comprehension. The design of this research was the tenth grade of SMAN 1Tembilahan 2022/2023 academic year. The population of this research was 312 students consisted of 9 classes. While, the sample of this research was two classes consisted of 68 students. The sample of this class was X.MIPA5 as control group and X.MIPA4 as experimental class. To get the data of this research, the researcher gave test as insruments which included pre-test and post-test. For the pre-test and post-test in the form of multiple choices test, consist of 20 items questions for each. The learning process was three meetings. The finding of this research showed that the avarage score in pre-test was 38,5 while in post-test was 66,3 for the experimental group. The mean score of post-test was higher than the mean score of pre-test. The result of analysis, it showed that the value $T_{observed}$ 3,39 was higher than T_{table} was 2,00 in significant 5% based on the result, it was provided that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, there was a significant effect of Collaborative Strategy Reading on students reading comprehension at SMAN 1 Tembilahan

Keywords: *Collaborative Strategy Reading, Reading Comprehension, Narrative Text.*

INTRODUCTION

English is an international language in the world, so it is important for people to learn the language. By learning English as a second language, students are expected to immerse and retain them with the development of science,

technology, and art. At university, English teaching aims at developing students' ability in using English both in oral and written forms. In other words, they are expected to master four language skills namely; listening, speaking, reading and writing.

According to Lutfiana (2019: 1) English is one of many languages in this world. English is an International language and it is spoken by many people around the world. Mastering English is very important in our society in the world, because by learning English, the students may have an opportunity to reach for future successfully. Learning English is very important for most people, especially in education. Haycraft in Lutfiana (2019: 1) states that we have to know the reason of learning English and what it is for. This will help learner to develop their English better and easier. It can be concluded that english is international language which used by every people around the world, so students must learn english in their school to face the world challenging that need english ability in doing communication. Nowadays mastering english language is required.

In SMA 1 Tembilihan especially in tenth grade, use curriculum 2013 students in tenth grade have learn about narrative text in second semester. In this research, the researcher conducted this research to solve students problem in reading English, because the researcher found several problems experienced by students in English, such as: Students had difficulty understanding reading texts, some students not able to get information from the text, students need much time to comprehend the text, and students have problems answering the reading passage. Through these problem the resercher can apply a collaborative strategy reading in the hope that through this strategy students can understand reading comprehension more better. The authors are interested in conducting research that deals with collaborative strategies. Based on the previous description above, the researcher will conduct a study with the title "The Effect of Using Collaborative Strategy Reading on Students Reading Comprehension in Narrative Text at Tenth Grade of SMAN 1 Tembilihan".

LITERATURE REVIEW

Definition of Reading

According to Lutfiana (2019:7) Reading is one of English skills are important way of gaining information in language learning and guiding learners thinking besides listening, writing and speaking. Reading is very important activity in humans life. This is due to the fact that people mostly get knowledge and information through reading. Reading is fundamental skill upon which formal education depends. The reading ability affects the other skills ability. There are some definitions of reading. Bening Savita (2015: 8) states that Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge.

Types of Reading

According to Thiara Nurul Jafar (2012: 11) Reading can be classified into two types of activities, intensive and extensive reading.

Intensive Reading

Intensive reading means reading shorter text to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role than skimming. Reader is trying to absorb all the information, example: reading dosage instruction for medicine. In intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and meta cognitive strategies.

Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one’s pleasure. Extensive Reading is types of reading involves learners

reading texts for enjoyment and to develop general reading skills. For example : The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

Purpose of Reading

According to Melayani in Vicky Alvianto (2019: 3) The purpose of reading is to get many benefits, both knowledge, information, fun, and so on. Reading aloud also trains individuals to have the ability to use good pronunciation, correct and in accordance with the reading material, carry out reading activities without having to look at the reading material, read using the right tone and clear intonation. According to Nurhadi in Vicky Alvianto (2019: 4) states that the purpose of reading specifically is: (1) to obtain factual information, (2) to obtain information about something special and problematic, (3) to give an assessment of someone's writing. (4) get emotional enjoyment, and (5) fill in spare time. In general, the purpose of reading is: (1) to get information, (2) to get understanding, and (3) to get pleasure.

Definition Collaborative Strategy Reading

Edi Kurniawan (2014: 7) states that Collaborative Strategic Reading (CSR) is a strategy that combines the steps of the Previewing, Click and Clunk, Getting the Gist, and Wrap-Up strategies which are designed as stages in learning to read comprehension. Impiani Zagoto (2018: 49) states that Collaborative Strategic

Reading (CSR) strategy can help the students to understand the concepts of a reading text to enhance their' comprehension. It is supported by Klingner and Vaughn in Impiani Zagoto (2018: 49) who state that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. In other words, the contribution of the Collaborative Strategic Reading (CSR) to reading is producing better comprehension of the students.

The Procedure of Collaborative Strategy Reading

Preview

Preview is a strategy to activate students' prior knowledge, to facilitate their prediction about what they will read, and to generate interest. Preview consists of two activities: (a) brainstorming and (b) making prediction. A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies. The teacher prompts students to tell what they learn from previews by asking questions such as, "do you learn who is going to be in the movie?" or "do you learn in what historical period the movie will take place?". Then the teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

The goals of previewing are: 1) for students to learn as much about a passage as they can in a brief period of time, 2) to activate the students' background knowledge about the topic, 3) to help students make prediction about what they will learn, 4) to motivate the students' interest in the topic and to engage them in active reading from the onset.

Click and Clunk

Click and clunk (comprehension monitoring) is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The teacher describes a click as something that "students know it just clicks". After students run into a brick wall. The students just really do not understand a word the author is using. That's clunk. Then, the teacher reads a short piece aloud and asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use "clunk cards" (see materials for detailed description) as reminders of fix-up strategies.

The goals of clicking and clunking are: 1) for students to monitor their reading comprehension, 2) to identify when they have a breakdown in understanding "clunks", 3) to use "fix-up" strategies to figure out clunks: (a) reread the sentences without the word. Think about what would make sense, (b)

reread the sentences with the clunk and the sentences before or after the clunk looking for clues, (c) looking for a prefix or suffix in the word, (d) break the word apart and look for smaller words you know.

Get the gist

Getting the gist means that students are able to state the main idea of the paragraph or cluster of paragraphs in their own words. In this way, students learn how to synthesize information, taking a larger clunk of text and showing it into a key concept or idea. Students are taught to identify the most important who and what, leaving out details. Many teachers require that the students state the main point of the paragraphs in 10 words or less (Klingner, 2007:145).

The goals of getting the gist are: 1) to teach the students to restate in their own words the most important point as a way of making sure they have understood what they have read, 2) to improve the students' memory of what they have understood what they have read.

Wrap up

Wrap up (summarization) is a strategy that teaches students to generate questions and to review important ideas in the text they have read. The wrap-up session provides students with an opportunity to self-monitor their reading while applying metacognitive strategies that further extend comprehension. Wrap-up consists of two activities: (a) Generating question; asking question about the passage and (b) Reviewing; thinking about what was important that the students have learned from the day's reading assignment.

In addition, students are taught to ask some questions about information that is stated explicitly in passage and other questions that require an answer not right in the passage but "in your head" (Raphael, 1986 in Klingner, 2007:145). In other words, students are required to ask questions that involve higher-level thinking skills.

The goals are to improve the students. Knowledge, understanding, and memory of what was read. 1) students use question starters; Who, What, When, Why, and How (the 5W's and an H"), 2) other students try to answer the question about information stated explicitly in the passage, but "in your head", 3) to

review, students write down the most important ideas they learned that they in their Collaborative Strategic Reading learning logs, 4) They then take turn sharing their “best ideas”.

RESEARCH METHOD

This was a quantitative research. The design of this research was experimental. In this design, the writer used two classes as the sample; a control group and an experimental group. Both groups took a pre-test and post-test. There were two variables; independent variable (X) and dependent variable (Y). Variabel X that refers to the effect of using collaborative strategy reading and variabel Y that refers to students reading comprehension.

Researcher used test to check students Reading Comprehension. The data collection of this research was obtained by using tests (pre and post). In this research the research chose mutiple choice to measure students reading comprehension of narrative text. The test was given twice. The first was pre-test and the last was post-test. The test consisted of 20 items. In this research, the test was divided into two ways pretest which was given before the treatment and posttest which was given after doing treatment.

In analyzing the data, the writer used t-test formula. According to Gay and irasian (2000:512), t-test is one of the statistics test used to determine wheter two means ar significantly different at a selected probabilyty level. Therefore, the writer were used independent sample t-test. Therefore, the writer used independent sample t-test. The data was analyze text who are taught and who are not taught by using collaborative strategy reading.

FINDINGS AND DISSCUSSION

Data Presentation

This chapter present the research findings dealing with the data analyzed interpreted, which have been taken from the given pre-test and post-test of two classes, experimental class and control class. Subsequently, it showed students' score increase from pre-test and post-test of class in order to find out whether

there is a significant effect of using collaborative strategy reading on student's reading comprehension in narrative text at tenth grade of SMAN 1 Tembilahan.

Before giving treatments, the researcher gave pre-test to students. It was done to know the ability of students in reading comprehension. The researcher compares the score of pre-test and post- test in experimental and control class.

Table 1. The Classification of The Students Score Pre test in Experimental Class

No.	Score	Categories	Frequency	Percentage (%)
1.	80-100	Very good	0	0
2.	70-79	Good	0	0
3.	60-69	Enough	0	0
4.	00-59	Less	34	100%

Based on the table it showed the result classification of the students score pre-test in experimental class got less score and 100% of students got low score.

Table 2. The Classification of The Students Score Pre-test in Control Class

No.	Score	Categories	Frequency	Percentage (%)
1.	80-100	Very good	0	0
2.	70-79	Good	0	0
3.	60-69	Enough	0	0
4.	00-59	Less	34	100%

Based on the table it showed the result classification of the students score pre-test in control class got less score and 100% of students got low score.

Table 3. The Classification of The Students Score Post-test in Experimental Class

No.	Score	Categories	Frequency	Percentage (%)
1.	80-100	Very good	0	15%
2.	70-79	Good	0	20%
3.	60-69	Enough	0	50%
4.	00-59	Less	34	15%

Based on the table it showed the result classification of the students score post-test in experimental class there was an improvement from the previous result, this was the result after doing the treatment. There are 15% students in the

categories very good, 20% students in the categories good, 50% students in the categories enough and 15% students less.

Table 4. The Classification of The Students Score Post-test in Control Class

No.	Score	Categories	Freguency	Percentage (%)
1.	80-100	Very good	0	0%
2.	70-79	Good	0	20%
3.	60-69	Enough	0	38%
4.	00-59	Less	34	41%

Based on the table it can be seen the result classification of the students score post-test in control class there in an improvment from the previous result, this is the result after doing the treatment. There are 20% students in the categories good, 38% students in the categories enough and 41% students in the categories less.

After obtaining the results of each sample, it was necessary to fine the value of T-observed. This data processing is used to tetermine whether there are the mean difference between the two sample groups which can be seen by this following table:

Table 6. The Value t-(observed) Pre-test

No	X	Y	X	Y	x ²	y ²
1	30	25	-8	-11	64	121
2	40	25	1	-11	1	121
3	45	30	6	-6	36	36
4	35	30	-3	-6	9	36
5	25	25	-13	-11	169	121
6	35	30	-3	-6	9	36
7	45	35	6	-1	36	1
8	45	35	6	-1	36	1
9	40	40	1	4	1	16
10	40	30	1	-6	1	36
11	45	45	6	9	36	81
12	35	40	-3	4	9	16
13	50	30	11	-6	121	36
14	55	35	16	-1	256	1
15	30	20	-8	-16	64	256
16	35	45	-3	9	9	81
17	30	20	-8	-16	64	256
18	55	55	16	19	256	361

No	X	Y	X	Y	x ²	y ²
19	40	50	1	14	1	196
20	20	40	-18	4	324	16
21	40	55	1	19	1	361
22	35	40	-3	4	9	16
23	30	50	-8	14	64	196
24	45	30	6	-6	36	36
25	40	30	1	-6	1	36
26	50	50	11	14	121	196
27	50	40	11	4	121	16
28	25	30	-13	-6	169	36
29	40	25	1	-11	1	121
30	50	35	11	-1	121	1
31	30	25	-8	-11	64	121
32	35	45	-3	9	9	81
33	35	50	-3	14	9	196
34	30	35	-8	-1	64	1
Σ	1310	1225	0	1	2292	3239
M	38,5	36				

Table 7. The Results of Data Acquisition Pre-test

	Experimental Class	Control Class
Mean	38,5	36,0
Standar Devision	8,21	9,76
Standar Error	1,43	1,69
SEMx- SEMy	13,09	13,09

Based on the table it could be seen the mean of experimental class in pre-test was 38,5 while in control class was 36,0 standar deviation from pre-test in experimental class was 8,21 and conrol class was 9,76. Standar error mean from pre-test in experimental class was 1,43 and in control class was 1,69. Mean while the standar error of the mean difference between x and y was 13,09 so it cloud be seen that student score of pre-test in experimental class and control was different.

Table 8. The Value t-(observed) Post-test

No	X	Y	X	Y	x ²	y ²
1	65	55	-1	-4	1	16
2	65	45	-1	-14	1	196

No	X	Y	X	Y	x ²	y ²
3	70	50	3	-9	9	81
4	60	60	-6	0	36	0
5	55	40	-11	-19	121	361
6	70	60	3	0	9	0
7	80	65	13	5	169	25
8	80	70	13	10	169	100
9	65	70	-1	10	1	100
10	70	60	3	0	9	0
11	65	45	-1	-14	1	196
12	65	65	-1	5	1	25
13	75	50	8	-9	64	81
14	70	65	3	5	9	25
15	60	45	-6	14	36	196
16	65	70	-1	10	1	100
17	60	50	-6	-9	36	81
18	85	75	18	15	324	225
19	65	75	-1	15	1	225
20	55	60	-11	0	121	0
21	55	75	-11	15	121	225
22	65	65	-1	5	1	25
23	65	65	-1	5	1	25
24	60	50	-6	-9	36	81
25	60	55	-6	-4	36	16
26	80	70	13	10	169	100
27	85	60	18	0	324	0
28	50	55	-16	-4	256	16
29	60	50	-6	-9	36	81
30	75	60	8	0	64	0
31	75	50	8	-9	64	81
32	65	60	-1	0	1	0
33	60	65	-6	5	36	25
34	55	55	-11	-4	121	16
Σ	2255	2010	-1	12	2385	2724
M	66,3	59,1				

Table 9. The Results of Data Acquisition Post-test

	Experimental Class	Control Class
Mean	66,3	59,1
Standar Devision	8,37	8,95
Standar error	1,45	1,55
SEM _x - SEM _y	2,12	2,12

Based on the table it could be seen the mean of experimental class in post-test was 66,3 while in control class was 59,1 standar deviation from post-test in experimental class was 8,37 and control class was 8,95. Standar error mean from post-test in experimental class was 1,45 and in control class was 1,55. Mean while the standar error of the mean fiffrence between x and y was 2,12 so it cloud be seen that student score of post-test in experimental class and control was different.

Progress of Students Score

The researcher applied experimental research and got score of pre-test and post-test. The researcher analyzed the progress of students result by using collaborative strategy reading on reading comprehension in narrative text.

Showed the mean score of pre-test in experimental class was 38,5 and the mean score of post-test in experimental class was 66,3. It can be seen that the increasing of experimental class was 27,8. Furthermore the mean score pre-test control class was 36,0, and the mean score of post-test in control class was 59,1. It can be seen the increasing of control class was 23,1. It means that the in creasing of experimental class was higher than control class. The increasing or progress explained the teaching reading using collaborative strategy reading have the positive effect towards students reading comprehension. Students are better in comprehension test that before.

Hypothesis Testing

The hypothesis is aimed to revealing whether there is significant effect of reading comprehension between the students who were taught through collaborative strategy reading and those who are taught trough conventional strategy. In this research, the researcher used manual to analyze the data.

From calculation of analysis data, it could be seen the value of T_{observer} (t_0) in experimental class was 3.39. While T_{table} (t_t) of level significant 5% was 2.00. It can be read $3.39 > 2.00$, it means that T_{observer} (t_0) higher than T_{table} (t_t). Furthermore, it could be seen that the significant value in experimental class was 3.39 and it was upper than significant 5%. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of collaborative strategy reading towards students reading comprehension at SMAN 1 Tembilihan.

Research Findings

The finding of this research showed that the average score in pre-test was 38,5 while in post-test was 66,3 for the experimental group. The mean score of post-test was higher than the mean score of pre-test. The result of analysis, it showed that the value T_{observer} 3.39 was higher than T_{table} was 2.00 in significant 5% based on the result, it was provided that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, there was a significant effect of using collaborative strategy reading on students reading comprehension at SMAN 1 Tembilihan.

CONCLUSIONS

This research is an experimental research that has been main purpose to find out the increase of students reading comprehension through collaborative strategy reading . the mean score for each group has increase. It can be seen that the mean score on pre-test was (38,5). After having conducted the use of collaborative strategy reading and the result of the post-test, it was found that the mean score of post-test was (66,3) for experimental group. In other words, the mean score of post-test was higher than the mean score of pre-test.

According to result of T_{observer} , it was found that the value T_{observer} was 3,39 and T_{table} was 2,00, it means that T_{observer} was higher than T_{table} . Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be seen that after being taught by using collaborative strategy

reading there is increasing of the students reading comprehension in teaching learning process.

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