Dwi Mei Sandi Hermawati, et al., *The Effect of Collaborative Strategic Reading on The Eighth Grade Students' Reading Comprehension at SMP Negeri 3 Bondowoso.*

THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSIION AT SMP NEGERI 3 BONDOWOSO

ABSTRACT

Hermawati, Dwi, Mei Sandi.2012. *The Effect of Collaborative Strategic Reading (CSR) on The Eighth Grade Students' Reading Comprehension at SMP Negeri 3 Bondowoso.* Thesis, English Educational Program Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: (1) Fitrotul Mufarida, M.Pd (2) Indri Astutik, M.Pd.

Key Word : CSR, Effect, Comprehension

In teaching reading, a teacher should make students comprehend a text. Collaborative strategic reading is one of the strategty that can maximize the strudents' engagement. CSR can be implemented in two phases, teaching the strategies, and cooperative learning group activity or student pairing. The goal of CSR is to enhance students' understanding of a text.

This research is an experimental research. There were two variables of the research; they were independent and dependent variables.The independent variable is Collaborative Strategic Reading strategis and the dependent variable is reading comprehension achievement. The sample in this research consists of 2 clasess , Control and Experimental group. The data were taken from the post test of the eighth grade at SMP Negeri 3 Bondowoso. The research intrument that was used in this method was multiple choice test.

The result of this research was the mean scores of the posttest of the control group which was 70.32 and the experimental group which was 89.32. The mean score of the experimental group was higher than the mean score of the control group. As the score of observed statistic that the value of the t-table significant oat 0.05, with degree of freedom (Df) 74. The t-table of 74 was 1.9925. The data analysis of the students score of the post test showed that the t-test was 8.168. It indicated that the value of the t-test was higher than the t-table (8.168 > 1.9925). Consequently, the alternative hyphothesis (H1)" There was a significant effect of Collaborative Strategic Reading on the eighth grade students' reading comprehension at SMP 3 Bondowoso was accepted. The analysis continued by calculating the Degree of Relative Effectiveness. From the calculation, it is known that the degree of relative effectiveness was 27% . It means that the use of Collaborative Strategic Reading was 27% more effective.

In conclusion, there was a significant effect of CRS on the eighth grade students' reading comprehension at SMP 3 Bondowoso in the 2015/2016 academic year.

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Introduction

English has been taught and learnt as the main subject at junior high school until University level. School Based Curriculum (KTSP) has emphasized on four skills of English that have to be taught to the students, namely listening, speaking, reading, and writing. Reading is an important way to improve general language skills in English. By reading, the students learn to think in English, enlarge English vocabulary, improve their writing and it is a good way to find out about new ideas, fact, and experiences (Jeffries and Mikulecky, 1996:1). It means that the most importat thing not only understand the structure of the texts but also comprehend the message of the texts. The fact is reading becomes a significant skill considering the need of understanding.

Harmer (2001: 68) adds that reading provides opportunities to study other language skills and components vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts. So reading is the basic skill that is used to learn English. The goals of student's reading should be understanding and comprehending a text (SK and KD). Reading comprehension is very complex task involving many different skills (Jeffries and Mikulecky, 2008:1). The students still have weaknesses in comprehending a text. Lack of comprehension may also result in lack of the ability in using proper strategies or techniques in teaching reading (Rahman, 2007:149). There are many weaknesses of students reading comprehension, such as difficulties in finding information from the text, the lack of vocabulary, poor consentration, weaknesses in decoding and linguistic comprehension. Reading comprehension will fail if the children lack of comprehension to understand the text.

Before conducting the research, the researcher interviewed the English teacher and observed the eighth grade classes of SMP 3 Bondowoso. It was done on March 26th 2016. The aim was to get the basic information about reading comprehension teaching and learning process and to know the characteristic of the students in that level. Based on the interview with the English teacher, the problem of the students was lack of vocabulary, so the students had difficulties in understanding the meaning of the texts. The reading comprehension was still low. The students were confused in determining the correct information from the text. Therefore, they failed in reading comprehension.

According to the students' previous score of reading comprehension, the eighth grade

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students still faced difficulties in comprehending a text, especially class VIIIE. There were only 23 students (62%) of 37 students who achieved the standard score of 76 and the average of the studentss' score is 67. The students' reading problem might be caused by the method used by the English teacher.

There are many different strategies or techniques that can be used by the teacher to teach reading comprehension. Such as Collaborative Strategic Reading (CSR) that will give a good impacts for learners' reading comprehension, because the purpose of CSR is to gain students' comprehension by using small group with some strategies. So the teacher who use this strategic will get interested in applying collaborative strategic reading (CSR) as one of the strategy to solve the problem on reading comprehension.

CSR is a reading comprehension practice that combines two instructional elements, they are modified reciprocal teaching and cooperative learning or student pairing (Johnson and Johnson in Janette :2 anonym). Reciprocal teaching is designed for students who have basic decoding skills but have difficulties in meaning construction. There are four comprehension strategies in CSR that students apply before, during, and after

reading, preview, click and clunk, get the gist, and wrap up (Bremer, Christine, Vaughn, Clapper, Hwam kim 2002:1).These reading comprehension strategies have been demonstrated to be effective in enhancing students' understanding of a text, as well as in improving skills at reading for meaning and a range type of learning including students with learning disabilities, low achievers, and students who are not native English language speakers" Vaughn and Klingner (1999:285).

Some previcious reseacher had been conducted related to CSR. Warnidah (2007) with classroom action research entitled "Collaborative Strategic Reading (CSR) to Improve Students Comprehension in Narrative Text at SMP 1 Bangkinang Barat". The findings showed that the students' reading comprehension improved as indicated by the improvement of the students average score in the experimental group is bigger that it is in control group. Moreover, it can be inferred that CSR gives such positive effect to the students reading comprehension ability. The effect can be shown through the improvement of the students reading comprehension in experimental group from pre-test to post-test (61,1 point to 68,9 point) or 7,8 point improved. As the score of observed statistic ($t_{observed}$) as 2,2 was greater than the level of significant of 5 % (

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5% of t $_{critical}$) in the level of significance for two tailed test as 2000, so null hypothesis was rejected and alternative hypothesis was accepted. Another experimental research was conducted by Novita (2011) with the title "The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo. The subjects of the study were the second semester students of Management Department of the Faculty of Economics at Muhammadiyah University of Sidoarjo in the academic year 2010/2011 who took ESP program (English for Business 2). The indicators of comprehension in the research were literal comprehension, interpretative comprehension, and applied comprehension. The researcher used simple random sampling to decide the control group and experimental group from the three parallel classes. The findings of the research showed that the use of CSR gives good effect on the reading comprehension achievement of the students of Management Department of the Faculty of Economics, Muhammadiyah University Sidoarjo.

Based on the result of the previous reseachers about CSR above, the good description about CSR that combines cooperative learning and teaching strategies, and the information gain from the interview that the English teacher of the eighth grade of SMP Negeri 3 Bondowoso never applied CSR in teaching reading comprehension. The reseacher conducted a research entittle: " *The Effect of Collaborative Strategic Reading on The Eighth Grade Students' Reading Comprehension at SMP Negeri 3 Bondowoso"*.

Research Method
The design of this research was quasi experimental research with posttest only design. Two classes were involved in this research as the experimental class and the control class. The experimental class was taught by using CSR, while the control group was taught by using teacher method like what the English teacher usually applied in teaching reading comprehension. The area determination method of this research in SMP Negeri 3 Bondowoso, it was chosen as the research area because the English teacher of the eighth grade of SMP Negeri 3 Bondowoso never applied it before. In addition, it was possible to get permission from the headmaster of the school to conduct this research in the second semester of 2015/2016 academic year when narrative text was being taught. The population of this research was the eighth grade students of SMP Negeri 3 Bondowoso in the 2015/2016 academic year. The eighth grade of

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SMP Negeri 3 Bondowoso were divided into six classes: 8A, 8B, 8C, 8D, 8E, 8F. Two classes were chosen by using homogeinety. Based on the result of the homogeinety test, the population of the research was heterogeneus. The control group and the experimental group were determined by the mean score. The two classes were 8B as the experimental group and 8A as the control group.There were two kinds of data in this research: primary data and supporting data. Primary data were the students' scores of reading comprehension. The data were collected by using a reading comprehension test Supporting data were collected by using interview. The interview was done to the English teacher of the eighth grade level in SMPNegeri 3 Bondowoso as the interviewee to get information about the English curriculum, the English books used, and the techniques, strategies in teaching reading.

The data analysis method in this research was done by using t-test formula and Degree of Relative Effectiveness (DRE). The students' scores of posttest were analyzed statistically by using t-test formula to find the significant effect of the experimental. The analysis was then continued by calculating the Degree of Relative Effectiveness (DRE) to know how far Collaborative Strategic Reading (CSR) affected the students' reading comprehension.

Discussion

The experimental treatment in this research was teaching reading comprehension by using Collaborative Strategic Reading (CSR). The experimental treatment was done in four meetings. The first meeting the reseacher Introducing CSR, and distribute a text entitled " Telaga Warna", CSR learning log and fix up strategies, the reseacher tried to guide the students for applying four steps of CSR, without doing excercise . For the second meeting the reseacher distributed Malin Kundang text with some cards of CSR, then continues with Preview; asking the students to read,and think whatever they knew, predict what they would learn and write it on the Learning Log. Discuss with their group and continued with Click and Clunk (Fix Up Strategies), example of how to use fix up stratrgies "His mother, in deep felt of sadness after years did not meet with her soon". There was sadness, the students tried to breakdown became the root word "sad" so the students knew the meaning of sadness. Get The Gist Find what is the important idea then discuss in a group and continued with the class, and write it on the learning log, the last is Wrap up, the aim to generate question. The third meeting inviting four students as

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leader, cluck expert, gist expert and question expert and Introducing Cue Card and for the meeting they do the same activities on fourth meeting.

All the strategies in Collaborative Strategic Reading and the cooperative learning group component helped the students to understand a text. Collaborative strategic reading have some ways to make the students comprehend a text. Applying click and clunk trained the students' to comprehend word and sentence. Searching the most important ideas (get the gist) from each paragraph trained the students' paragraph comprehension.

This indication can be seen in the result of data analysis of the post test from the two groups. The result of data analysis in this research proved that using Collaborative Strategic Reading (CSR) significantly affected the students' reading comprehension at SMP Negeri 3 Bondowoso. It can be seen from the t-test value of the students' reading comprehension scores that was higher than the value of t-table (8.168 > 1.9925).And the data is significant less than 0.05, it can be stated that Collaborative Strategic Reading (CSR) significantly affected on the eighth grade students' reading comprehension at SMP Negeri 3 Bondowoso in the 2015/2016 academic year. The calculation of DRE also showed that Collaborative

Strategic Reading (CSR) was 27 % more effective. This finding is relevant to the theory that Collaborative Strategic Reading (CSR) is effective in enhancing students' understanding of text, for a range of learning types, including students with learning disabilities, low achievers, and students who are not native English language speakers (Vaughn and Klingner, 1999:285).

Conculsion and Suggestion

Based on the data analysis, hypothesis verification, and discussion, it can be concluded that:

There was a significant effect of Collaborative Strategic Reading on the eighth grade Students' Reading Comprehension at SMP Negeri 3 Bondowoso in the 2015/2016 academic year.

6.2 Suggestions

Due to the results of the research which showed that Collaborative Strategic Reading (CSR) gave a significant effect on the students' reading comprehension , some suggestions are proposed to the following people:

1. The English Teacher

It is suggested that the English teacher of SMP Negeri 3 Bondowoso uses Collaborative Strategic Reading (CSR) in teaching reading comprehension

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because the strategy makes the students become effective readers in teaching learning process and significantly affects their reading comprehension. It is better for the teacher has a good class management and well preparation about CSR, because it support the success of this strategy.

2. The Students

It is suggested that the students of SMP Negeri 3 Bondowoso should be actively involved in learning process by using Collaborative Strategic Reading (CSR) and learn the four strategies in CSR well since this strategy gives a significant effect on the students' reading comprehension.

3. The Future Researchers

For the future researchers, it is suggested that the result of this research can be used as a reference and information to conduct a further research about Collaborative Strategic Reading (CSR) with different levels of students, or different materials (variety of texts) used in the research. It is better for others reseacher to prepare the students class management and clear explanation in every single step of CSR strategies, so the students can understand well.

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Muhammadiyah University of Sidoarjo.