

The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Year Students' Reading Comprehension Achievement at MAN 2 Situbondo

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Abstract

The objectives of this research were: (1) to know whether or not there is a significant effect of Collaborative Strategic Reading (CSR) on the eleventh year students' reading comprehension achievement at MAN 2 Situbondo in the 2013/2014 academic year, and (2) to know how far the effect of Collaborative Strategic Reading (CSR) on the eleventh year students' reading comprehension achievement at MAN 2 Situbondo is. The design of this research was quasi experimental with posttest only design. The research area was chosen by using purposive method. The data collection methods of this research were test, documentation, and interview. Two classes as the experimental group and the control group were chosen by using cluster random sampling method. The experimental group was taught by using CSR, while the control group was taught by using Question-Answer strategy. At the end, a posttest was conducted to both classes. The result of the t-test formula analysis showed that the value of t-test was higher than that of t-table ($2.663 > 1.9971$). Thus, the formulated alternative hypothesis (H1): "There was a significant effect of Collaborative Strategic Reading on the Eleventh Year Students' Reading Comprehension Achievement at MAN 2 Situbondo in the 2013/2014 academic year" was accepted. A further analysis showed that the value of the Degree of Relative Effectiveness (DRE) was 8.69%. It means that the use of Collaborative Strategic Reading (CSR) in teaching reading comprehension was 8.69% more effective than question-answer strategy.

Keywords: Collaborative Strategic Reading (CSR), Reading Comprehension Achievement.

Introduction

English teaching and learning process in senior high school has to cover the four language skills: listening, speaking, reading, and writing (BSNP, 2006). As one of the four English language skills, reading has important roles in English language teaching. By reading, students are able to get some information and knowledge from the text and learn other language skills or language components. Harmer (2001:68) states that reading provides opportunities to study other language skills and components: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts. Thus, reading is the basic skill that is used to learn the English language itself and also other sciences needed by the students.

The major goal expected from the students through reading activities is comprehension. (Crawley and Merritt, 2000:40). Unfortunately, teaching reading comprehension in English as foreign language (EFL) situation is not an easy matter. One of the factors causing this condition is because reading classes are usually lecture oriented without proper strategies which activate the students' direct involvement in it (Rahman,2007:149). Therefore, a proper strategy is needed in teaching reading comprehension.

There are many different reading strategies or techniques that can be used by a teacher to teach reading

comprehension. One of them is Collaborative Strategic

Reading (CSR). According to Klingner and Vaughn (1999), Collaborative Strategic Reading (CSR) combines reading comprehension strategy instruction and cooperative learning that teachers can implement. CSR consists of four reading strategies (preview, click and clunk, get the gist, and wrap up) that students apply before, during, and after reading activities.

"CSR helps students learn specific strategies associated with effective reading comprehension: brainstorming and predicting (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating questions and reviewing key ideas (*wrap up*). CSR also provides students with the opportunity to work in small cooperative groups (approximately four students per group) in which each student plays a critical role associated with the effective functioning of the group and the implementation of strategies" (Klingner et al, 2004:292).

Some previous researches had been conducted related to Collaborative Strategic Reading (CSR). Pratama (2012) conducted a classroom action research entitled "The Use of Collaborative Strategic Reading (CSR) Strategy to Improve Students' Reading Comprehension". The findings showed that the students' reading comprehension improved as indicated by the improvement of the score of 61.68 in pre-

test to 71.05 after the action and finally 77.45 after conducting cycle 2. The findings also showed that all of the students could pass the good level of reading mastery. Another 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 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 some results of the previous researches about CSR above, the good description about Collaborative Strategic Reading (CSR) that combines cooperative learning and instructional reading strategies, and the information gained from the interview that the English teacher of the eleventh year students of MAN 2 Situbondo never applied CSR in teaching reading comprehension, the researcher conducted a research entitled: "*The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Year Students' Reading Comprehension Achievement at MAN 2 Situbondo*".

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 Question-Answer strategy like what the English teacher usually applied in teaching reading comprehension.

The area determination method of this research was purposive method. MAN 2 Situbondo was chosen purposely as the research area because the English teacher of the eleventh year of MAN 2 Situbondo 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 2013/2014 academic year when hortatory exposition text was being taught.

The population of this research was the eleventh year students of MAN 2 Situbondo in the 2013/2014 academic year. The eleventh year students of MAN 2 Situbondo were divided into eighth classes: XI Science 1, XI Science 2, XI Science 3, XI Social 1, XI Social 2, XI Social 3, XI Social 4, and XI Islamic Study 1. Two classes were chosen by using cluster random sampling. Based on the result of the homogeneity test, the population of the research was homogeneous. The control group and the experimental group were determined randomly by lottery. The two classes were XI Science 1 as the experimental group and XI Science 3 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 achievement. The data were collected by using a reading comprehension test.

Supporting data were collected by using interview and documentation. The interview was done to the English teacher of the eleventh year level in MAN 2 Situbondo as the interviewee to get information about the English curriculum, the English books used, and the usually applied techniques and strategies in teaching reading. documentation's sources were the school's documents. Meanwhile, Documentation in this research was used to collect some supporting data about the English curriculum used and the respondents' names.

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 difference of the experimental group and the control group. 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 achievement.

Discussion

The experimental treatment in this research was teaching reading comprehension by using Collaborative Strategic Reading (CSR). The experimental treatment was done in three meetings. Meeting 1 was for phase 1 in which the teacher taught the students how to apply CSR strategies in a teacher-led setting, while meeting 2 and 3 were for phase 2 in which the students applied CSR strategies in small cooperative learning groups.

In meeting 1 the teacher started the lesson by giving short introduction about CSR covering the steps of CSR and CSR learning logs to record the students' activities during implementing CSR. The teacher distributed reading texts entitled "Why Quitting Smoking Cigarettes Is Important" and a CSR learning logs for each student. The teacher then started guiding the students to apply four steps of CSR in the whole class setting.

First step was *preview*. The teacher asked the students to read the title, subtitles, and any other clues in the text. The students then had to think about anything they already knew about the topic and predicted what they thought they would learn about the topic. In this step each student wrote their prior knowledge and prediction in the spaces on their CSR learning logs. The teacher asked some students to share their prior knowledge and prediction to the class and directed class discussion about this step so that the students had the same perception about the *preview* step. The teacher then asked the students to read paragraph 1 and apply *click and clunk*. Each student wrote any words in paragraph 1 that they could not understand (clunk). Most students wrote about 6-12 clunks. Only some high achievers wrote about 2-5 clunks. After the students wrote their clunks in the available spaces in the learning logs, the teacher invited some students to share their clunks to the class. Through the students' clunk sharing, the teacher demonstrated to all the students how to apply *four fix up*

strategies to clarify the clunks. After *click and clunk*, the teacher asked the students to do *get the gist* by finding the most important “who” or “what” (gist) of paragraph 1. Some students then shared their gist to the class and some others gave comment. The teacher led the discussion and demonstrated how to find the gist from a paragraph. Each of the students wrote their gist statement in the CSR learning logs. The last step was *wrap up*. It began with the teacher explaining to the students how to construct three types of questions: “right there” question, “think and search” question, and “author and you” question. Each student then wrote three questions on their learning logs. The teacher asked some students to share their questions to the class. The last step was *Wrap up*. The teacher invited some students to share their review about what they thought they had learned while some others gave comment about the reviews. The teacher led discussion about this and directed the discussion so that all the students had the same perception of their review.

After teaching the students to apply the four steps of CSR, the teacher did modeling by inviting four students to act as *leader*, *clunk expert*, *gist expert*, and *question expert*. The teacher demonstrated how a group of students worked together in applying CSR. The teacher also introduced *cue cards* (leader cue card, clunk cue card, gist cue card, and question cue card). While the four students did the modeling, the other students watched and learned from the modeling. Through this activity, the teacher made sure that all the students learned about each role in CSR well, so that meeting 1 and meeting 2 would run smoothly.

Meeting 2 was started by assigning the students in small groups consisting of four students. The group formation was done by grouping students with varying ability (in each group there was at least one high achiever). This was done to make the students work cooperatively in group. The high achievers could give assistance to those low achievers. The students then started to learn a text entitled “The Harmful Effects of Plastic Bags” by applying 4 strategies of CSR that they already learned in meeting with their groups. The teacher circulated among the groups to give assistance for those who had difficulties and to check the students’ work during applying CSR. According to the students’ learning logs, the number of clunks of each student generally decreased. They also could write a gist statement better than in meeting 1. At the end, the *leader* from each group presented the result of the group’s *wrap up* activities. Through these activities, each student could recall their understanding about the text, so they will strengthen (*wrap up*) their understanding about the text. In this step, the teacher directed a good class discussion so that each student in the class understood well about the text.

In meeting 3, the teaching learning activities were similar to the activities in meeting 2. The only differences were the text used and the group formation. The text used was “Why We Should Recycle”. The members in each group were still the same, but they switched roles. The

implementation of CSR in meeting 3 ran smoothly. Most students seemed proficient in applying the four strategies of CSR. The students’ cooperation in groups worked well.

All the strategies in Collaborative Strategic Reading and the cooperative learning group component in it helped the students to understand a text better. Applying *click and clunk* and using *four fix up strategies* trained the students’ word and sentence comprehension. Extracting the most important ideas (gist) from each paragraph in *get the gist* step trained the students’ paragraph comprehension. Doing review about the whole text in *wrap up* trained the students’ whole text 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 achievement at MAN 2 Situbondo. It can be seen from the t-test value of the students’ reading comprehension achievement scores that was higher than the value of t-table ($2.663 > 1.9971$). The calculation of DRE also showed that Collaborative Strategic Reading (CSR) was 8.69% more effective than Question-Answer strategy. 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 and discussion in the previous chapter, it can be concluded that:

1. There was a significant effect of Collaborative Strategic Reading (CSR) on the Eleventh Year Students’ Reading Comprehension Achievement at MAN 2 Situbondo in the 2013/2014 academic year.
2. The use of Collaborative Strategic Reading (CSR) in teaching reading comprehension to the eleventh year students of MAN 2 Situbondo in the 2013/2014 academic year was 8.69% more effective than Question – Answer strategy.

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

1. The English Teacher

It is suggested that the English teacher of MAN 2 Situbondo use Collaborative Strategic Reading (CSR) in teaching reading comprehension because the strategy makes the students become effective readers in teaching learning process and significantly affects their reading comprehension achievement.

2. The Students

It is suggested that the students of MAN 2 Situbondo should be actively involved in teaching 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 achievement.

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, different designs, or different materials (variety of texts) used in the research. For example: a research that is conducted to know the effect of Collaborative Strategic Reading (CSR) reading on the elementary students' reading comprehension achievement.

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