

THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) TOWARDS THE READING COMPREHENSION OF THE FIRST GRADE STUDENTS OF SMAN 14 PEKANBARU

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Abstract: *This pre-experimental research aimed to find out the significant effect of Collaborative Strategic Reading (CSR) towards the reading comprehension of the first grade students of SMAN 14 Pekanbaru. This study was one group pre-test and post-test design. The population of this study was grade X students of SMAN 14 Pekanbaru which consisted of 7 classes with the total of 259 students. The sample of this study was X.4 class with 37 students. The instrument of the research was a reading test with multiple choice type. The test consisted of six texts where each text contained eight questions with five options (A,B,C,D and E). The writer conducted a try out before the treatment was held. The level difficulty formula by Heaton was used in this study to obtain the reliability and validity of the test. Furthermore, the t-test formula was used in order to analyze the data. The T-Test displayed that the results determined by the probability of sig. > 0.05, probability=0.000, that showed a strong correlation between Collaborative Strategic Reading (CSR) and students' reading comprehension. t-obs result also showed that the students' mean score of the post-test (67.04) was higher than the pre-test (54.59). Besides, the results of the analysis showed that the t-test was higher than the t-table ($12.45 > 2.028$) at the level sig. of 0.05 with the degree of freedom (df) $n-1=36$. It means that the alternative hypothesis was accepted and null hypothesis was rejected. Based on the data calculation, the results showed the significant effects of Collaborative Strategic Reading (CSR) towards the reading comprehension of the first grade students.*

Keywords: *Collaborative Strategic Reading (CSR), reading comprehension*

EFEKTIVITAS DARI *COLLABORATIVE STRATEGIC READING* (CSR) TERHADAP PEMAHAMAN MEMBACA SISWA TAHUN PERTAMA DI SMAN 14 PEKANBARU

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Abstrak: Penelitian *pre-experimetal* ini bertujuan untuk mengetahui dampak terhadap pemahaman membaca siswa kelas pertama dengan menggunakan *Collaborative Strategic Reading* (CSR). Rancangan penelitian ini yaitu *pre-experimental* dengan menggunakan satu grup untuk diuji dengan beberapa tes yaitu tes sebelum diberikan perlakuan dan tes sesudah diberi perlakuan. Populasi dari penelitian ini yakni seluruh kelas X di SMAN 14 Pekanbaru yang terbagi dari 7 kelas dengan jumlah siswa sebanyak 259 orang. Adapun sampel dari penelitian ini yaitu kelas X.4 dengan jumlah siswa sebanyak 37 orang. Pada penelitian ini, instrumen yang digunakan yaitu tes membaca dengan bentuk pilihan ganda. Tes ini terdiri dari 6 teks dimana setiap teks nya terdapat 8 pertanyaan dengan 5 pilihan ganda (A,B,C,D dan E). Uji coba akan dilakukan sebelum perlakuan diberikan. Pada uji coba ini, formula dari Heaton akan digunakan sebagai acuan untuk memperoleh reliabilitas dan validitas dari tes tersebut. Selanjutnya, formula dari *t-test* akan digunakan untuk menganalisa data yang telah diperoleh. Hasil nya yaitu adanya hubungan yang kuat antara variabel yang dalam hal ini *Collaborative Strategic Reading* (CSR) terhadap kemampuan pemahaman membaca siswa. Selain itu, hasil *t-test* juga menunjukkan bahwa nilai *t-test* lebih besar dari *t-table*. Dari Hasil *t-test* dapat dilihat rata-rata siswa pada pasca diberi perlakuan lebih besar daripada rata-rata dari sebelum diberi perlakuan. *T-test* juga menunjukkan bahwa hasil kemungkinan *t-test* itu sendiri lebih kecil dari kemungkinan 5% atau 0.05 yang digunakan sebagai tolak ukur dalam menentukan ada atau tidaknya hubungan antara kedua variabel. Oleh karena itu, hipotesis sementara yang menyatakan adanya dampak dari *Collaborative Strategic Reading* (CSR) terhadap pemahaman membaca siswa dapat diterima. Maka berdasarkan hasil perhitungan dapat disimpulkan adanya dampak yang signifikan dari penggunaan *Collaborative Strategic Reading* (CSR) terhadap pemahaman membaca siswa di SMAN 14 Pekanbaru.

Kata kunci: Strategi membaca kolaboratif, kemampuan pemahaman membaca

INTRODUCTION

In Indonesia, English which is considered as a foreign language becomes one of the most important subjects which have to be learned by the students. In fact, reading becomes a focus skill due to the need of understanding English in written text. In concerning this view, reading gets the primary portion in national examination of Senior High school. Therefore, students are expected to be able to master the reading skill.

According to George (2012), reading text is an important way for the general population in societies to access information and makes meaning. There are some reasons for this. The reason is many English students need to read English text for their successful, in term of study or simply for pleasure. the students need to read in order to enrich their vocabularies and their knowledge also they can communicate in English without any burden.

Based on the writer's experience in teaching practice program, the writer found that there were number of problems which caused students' low interest toward reading. Firstly, they have difficulties in comprehending the content of the text which cause the limit of students' knowledge to certain word means. Then, students were hard to find what the explicit and implicit information of the text, and students also didn't know how to determine the reference and inference of the texts and the last, students got difficulty to find the idea or the purpose. Gillet (2012) state that in order to achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively, he says that comprehension is the understanding new information in terms of what we have already known.

Based on the problems that writer states, it is important to find an effective technique in teaching reading. The writer proposed to use Collaborative Strategic Reading (CSR) to improve students' reading comprehension. Klinger and Vaughn (1998) state that CSR is the method that teaches students to use comprehension strategies while working cooperatively.

Regarding the explanation above, this study is intended to discuss about the effectiveness of Collaborative Strategic Reading (CSR) towards the reading comprehension of the first grade students of SMAN 14 Pekanbaru.

RESEARCH METHODOLOGY

The pre-experimental research with one group pre and post-test design was used to conduct this study. This study was conducted towards the first year students of SMAN 14 Pekanbaru from July until August 2016. The school was located on Jl. Tengku Bey, Simpang tiga. The population was grade X students of SMAN 14 Pekanbaru in academic year of 2015/2016. There are seven classes for the tenth grade students of the school. Each class consisted more or less than 37 students. The sample of this study was the X.4 of SMAN 14 Pekanbaru in which the number of students of class was 37 students.

The quantitative data was used to collect the data during the study. In this study, reading test was used as the instrument. The test was multiple-choices which were

related to the reading texts. The test consisted of six passages where each passage contained eight questions with five options (A,B,C,D and E) for both pre-test and post-test. Each correct answer scored one and the false had no score. So, the maximum total score was 48. The time allocation for students to do the test was 90 minutes.

FINDINGS AND DISCUSSION

1. The Results

The results of the tests are presented in order to present the students' reading comprehension in each aspect of reading. The specification of its reading tests were finding factual information, finding the main idea of texts, finding the meaning of vocabulary, identifying references and identifying inferences. Meanwhile, in the reading of the narrative texts, the specification of the tests was divided into three aspects. They were: generic structure, language features and social function.

Students' Reading Ability Level in Pre-Test			
Test Score	Level of Ability	Frequency	Percentage
80– 100	Excellent	0	0 %
60 – 79	Good	16	43.24 %
50 – 59	Average	5	13.51 %
0 – 49	Poor	16	43.24 %

In the table of reading ability level, the data presents no students was able to reach 'excellent' level. There were 16 students or 43.24% who could reach 'good' level. Then, there were 5 students or 13.51% students could reach 'average level' or 'mediocre' level. The last, there were 16 students who reached 'poor' level.

Students' Ability in Each Aspect of Reading Comprehension in Pre-test		
No	Aspects of Reading	Average of Texts (%)
1	Factual information	59.91
2	Main idea	53.10
3	Vocabulary	53.56
4	Reference	49.96
5	Inferences	49.96
6	Generic structure	51.78
7	Language features	54.01
8	Social function	50.41
Average		52.83

In the table of reading specification, the data shows the lowest score of the five aspects of reading are 'inferences' and 'reference', and the highest one is 'factual information'. While, the other aspects are less or more than 51,78. All the aspects of comprehension level are in average level with total average score of each aspect 52.83.

Students' Ability in Level Post-test			
Test Score	Level of Ability	Frequency	Percentage
80– 100	Excellent	5	13.51%
60 – 79	Good	22	59.45%
50 – 59	Average	9	24.32%
0 – 49	Poor	0	0 %

In the table of reading ability level, the data shows that there is a significant improvement in students' reading comprehension. There were only 9 students or 32.43% in 'mediocre' level. Then, the rest were reached 'good' level or 59.45%. Surprisingly, there were 5 students or 13.51% who reached 'excellent' level and no students in 'poor' level.

Students' Ability in Each Aspect of Reading Comprehension in Post-test		
no	Aspects of Reading	Average of Texts (%)
1	Factual information	71,55
2	Main idea	65,28
3	Vocabulary	65,78
4	Reference	64,86
5	Inferences	61,23
6	Generic structure	64,80
7	Language features	61,68
8	Social function	64,40
Average		64,94

In table above displays the average score of students' ability in reading is in 'good' level with average total in reading aspect is 64.94. It increases from average total score in pre-test which is only 52.83.

2. Data Analysis

In this study, the t-test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' reading comprehension or not.

t- test

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	54.5946	37	10.66288	1.75297
Pre-test	67.0489	37	10.61792	1.74558

Based on the t- test table, the mean score of pre-test is 54.5946 and in the post – test is 67.0489. The gap of mean score shows an effect of students’ reading comprehension in the written test. Standard deviation is a values spread in the sample, while standard error mean is the standard deviation of the sample mean. Based on the previous table, it can be concluded that the diffreneces between standard deviation of both pre-test and post–test are less than the mean of the test. So, the sample of the data were quite repressentative. While, the the results of standard error of both pre-test amd post-test are less than standar deviation of the test. Therefore, it described its accuracy as an estimate of the population mean.

Aside from the enhancement score of pre-test and post-test, in order that the hypothesis could be accepted, the results of t-table is also required. Meanwhile, the t-test formula is shown in the previous table.

$$\begin{aligned}
 T\text{-Table} &= n-1 (\alpha 5\%) \\
 &= 37-1 (\alpha 5\%) \\
 &= 36 (\alpha 5\%) \\
 &= 2.028
 \end{aligned}$$

Paired Samples Correlations

	N	Correlation	Sig.
Pre-test & Post-test	37	.713	.0000

After discovering the mean, the standard deviation, and the standard error score, there was paired samples correlation table that explained the correlation of pre-test and post-test. According to table above, the correlation coefficient was 0.713 which the numbers of students are 37 students.

To discover the effect of Collaborative Strategic Reading (CSR) on students’ reading comprehension, the writer used the table of classification which adopted from Sudijono (2009). The classification of the correlation coefficient of students can be shown on table below:

Classification of Correlation Coefficient

No.	The Value of "r" Product Moment (r_{xy})	Interpretation
1	0.00 – 0.20	There is such a correlation between variable x and y. However, the correlation is <i>very weak</i> and therefore that correlation can be ignored
2	0.20 – 0.40	The correlation between variable x and y is <i>weak</i>
3	0.40 – 0.70	The correlation between variable x and y is <i>mediocre</i>
4	0.70 – 0.90	The correlation between variable x and y is <i>strong</i>
5	0.90 – 1.00	The correlation between variable x and y is <i>very strong</i>

(Adopted from Sudijono, 2009)

Based on the table above, the correlation score of 0.713 means the correlation between variable x and y is strong. The probability of (Sig.) 0.000 is smaller than 0.05 also shows a strong correlation of Collaborative Strategic Reading (CSR) towards students' reading comprehension.

Paired Sample Test

	Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
				Lower	Upper
Post-test Pre-test	12.45432	8.06378	1.32568	9.76573	15.14292

The table above shows the gap score results of the t-test is 12.45, meanwhile t-table is 2.028. The t-test is higher than the t-table. It can be concluded that there is a significant difference between the pre-test and the post-test. In other words, the alternative hypothesis of this study, there is a significant effect of students' reading comprehension before and after treatment by using Collaborative Strategic Reading (CSR) of the first grade students of SMAN 14 Pekanbaru was accepted and null hypothesis was rejected.

CONCLUSIONS

Based on those findings, it can be concluded that using Collaborative Strategic Reading (CSR) is an effective technique to improve students' reading comprehension, especially for the first grade students' of SMAN 14 Pekanbaru. The use of Collaborative Strategic Reading (CSR) can help students' learning process since there is

the improvement on their reading comprehension. This could be seen from the t-test result which showed that the students' mean score of post-test (67.04) was higher than pre-test (54.59) with gap score was 12.45. Besides, the data showed that the students' reading comprehension are in good level after the treatment was held. It can be concluded that the alternative hypothesis was accepted and null hypothesis was rejected. Therefore, the writer draws conclusion that Collaborative Strategic Reading (CSR) is really effective to enhance students' reading comprehension.

SUGGESTIONS

The results revealed that the Collaborative Strategic Reading (CSR) is an effective technique to teach reading. With regard to the teaching process using Collaborative Strategic Reading (CSR) and based on the conclusion of the study, the writer suggests:

1. Due to the lowest score in *inference* aspect, the teachers may focus on improving the students' comprehension in the content area of reading. Besides, it would be great if the teachers could engage students to the content in order to make it easier for them to answer the questions.
2. It would be great idea if the teacher helps the students while playing as their role to make it easier for them in participating class discussion.
3. It is important for the teachers to choose the suitable media and manage the time properly since there are two phases in Collaborative Strategic Reading that would be take times during the process.

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