

THE EFFECT OF USING COLLABORATIVE STRATEGIC READING TECHNIQUE ON THE ABILITY OF STUDENTS IN COMPREHENDING NARRATIVE TEXTS.

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Abstract: *This research is aimed to find out if there is a significant effect of using Collaborative Strategic Reading technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative texts. The research design was a pre-experimental research with one group pre-test and post-test design. The population was the first year students in academic year 2019/2020. The sample was all the first year students (X IPA and X IPS) which consist of 35 students. The instrument used to collect the data was a reading test. The test consist of 40 items. The obtained data was analyzed by using SPSS version 23.0. The finding of the research showed that the mean score of post-test was higher than pre-test ($76.00 > 70.03$). The value of the t-test was higher than t-table ($15.485 > 2.042$) at 5% of significant level. Therefore, alternative hypothesis (H_a) was accepted. This means that Collaborative Strategic Reading technique was effective for teaching reading comprehension concerning narrative texts. It can be concluded that there is a significant effect of using Collaborative Strategic Reading technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative texts. In other words, teaching reading comprehension through Collaborative Strategic Reading technique is an effective way to solve the students' problem on the reading comprehension.*

Key Words: *Effect, Collaborative Strategic Reading technique, Reading Comprehension*

PENGARUH PENGGUNAAN TEKNIK COLLABORATIVE STRATEGIC READING PADA KEMAMPUAN MEMBACA SISWA DALAM MEMAHAMI TEKS NARATIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh signifikan dari penggunaan teknik Collaborative Strategic Reading pada kemampuan membaca siswa kelas X Madrasah Aliyah Muhammadiyah Pekanbaru dalam memahami teks naratif. Desain penelitian ini adalah penelitian pra-eksperimen dari satu kelompok pre-test dan post-test desain. Populasi adalah siswa kelas X tahun akademik 2019/2020. Sample yang digunakan adalah seluruh siswa kelas X(IPA dan IPS) yang terdiri dari 35 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes membaca. Tes terdiri dari 40 item. Data yang diperoleh dianalisis dengan menggunakan SPSS versi 23.0. Temuan penelitian menunjukkan bahwa skor rata-rata post-test lebih tinggi dari pada pre-test($76.00 > 70.03$). Nilai uji-t lebih tinggi dari t-tabel ($15.485 > 2.042$) pada tingkat signifikansi 5%. Oleh karena itu, hipotesis alternatif (H_a) diterima. Hal ini membuktikan bahwa teknik Collaborative Strategic Reading efektif sebagai teknik mengajar pemahaman membaca tentang teks naratif. Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan teknik Collaborative Strategic Reading pada kemampuan membaca siswa kelas X Madrasah Aliyah Muhammadiyah Pekanbaru dalam memahami teks naratif. Dengan kata lain, Mengajar pemahaman membaca melalui teknik Collaborative Strategic Reading adalah cara yang efektif untuk memecahkan masalah siswa pada pemahaman bacaan.

Kata Kunci: Efek, teknik Collaborative Strategic Reading , pemahaman membaca

INTRODUCTION

English is one of the most important languages in the world which functions as an international language used by people around the world to communicate with each other in various situations. Like any other languages. English has four basic skills, they are listening, reading, speaking, and writing skill. Each skill has its own aspect to learn, especially reading skills. Reading is important because reading is a good way for people to get new information at any place. From reading people can get more knowledge and also know lots of things happen in the world.

Reading is a very important skill that the students must be mastered because reading can not be separated in the process of teaching and learning. According to Grellet (2010), there are two main purposes of reading, reading for getting information and reading for getting pleasure. In the classroom, the purpose of reading is reading for getting information, in order to get information students need to comprehend what they have read because reading was meaningless without comprehension.

In addition, Cline *et.al* (2006), states that reading is decoding and understanding written texts. Decoding requires translating the symbol of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, in the second definitions states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text.

Before conducting the research, a preliminary study in the form of interview and observation had been done at Madrasah Aliyah Muhammadiyah Pekanbaru. The preliminary study was done on September 2019 by interviewing one of the English teachers, Mrs. Yuli Amalia S.S as the English teacher of the first year students at Madrasah Aliyah Muhammadiyah Pekanbaru. Based on the information, the English teacher said that students lack interest to read the texts and lack vocabulary in learning English that makes them difficult to comprehend the reading text. In addition based on the observation of the writer while doing teaching practice at that school, the condition of the students during teaching and learning process is still low motivation and uninteresting in content of material in reading activities. Students feel bored and they are not interested in learning process because they need some new activities that can change classroom atmosphere. That was why the result of their reading comprehension is still low. It can be expected to motivate them and increase their interest on reading activity.

Based on the issues above, the writer wanted to apply Collaborative Strategic Reading (CSR) technique in teaching reading. Collaborative Strategy Reading (CSR) is cooperative learning strategy that can help the students to solve their problem in reading comprehension. Klingner and Vaughn (1996) states that Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teachers and students. CSR is designed for students who have very low comprehension in reading English text. This strategy is used to promote content learning, language acquisition, and reading comprehension in English classrooms. According to Klinger and Vaughn (2001) the purpose of designed Collaborative Strategic Reading (CSR) is facilitating reading comprehension for students with reading learning, and behavior problems included in general education classroom. In CSR, there

are four strategies to implement in teaching reading comprehension. There are preview, click and clunk, get the gist, and wrap up.

In this research, the writer focused on comprehending narrative text because the narrative text is included in the syllabus for the first-year students of Madrasah Aliyah Muhammadiyah Pekanbaru. Besides, narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems. According to Pratyasto (2011), Narrative text is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. So it is important to use CSR technique in helping students understand the narrative text. This research was conducted in order to know whether the effect of using Collaborative Strategic Reading (CSR) technique on students' ability in comprehending narrative texts. The result of the study is expected to give contribution and solution for a teacher and students in teaching learning process.

From the explanation above, the writer was interested in finding out the effect of using Collaborative Strategic Reading (CSR) technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative texts.

The problem of this research can be formulated as in the following question : Is there any significant effect of using Collaborative Strategic Reading (CSR) technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative texts ?

The objective of this research is to find out if there is a significant effect of using Collaborative Strategic Reading (CSR) technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative texts.

METHODOLOGY

This is pre-experimental research with one group pre-test and post-test design. According to Sugiyono (2012) pre-experimental research is a type of the research that could test hypotheses to establish cause-effect relationship and represent the strongest chain of reasoning about the links between variables. This research was conducted at Madrasah Aliyah Muhammadiyah Pekanbaru.

The Population of this research was the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru with the total number of the students was 35 students. According to Arikunto (2006), the population is a group of people or item about information which is collected. The population of this research was all the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru. There are two classes of the population in this research. Namely Natural Science class (IPA) and Social Science class (IPS). The sample was obtained by using total sampling technique. According to Sugiyono (2007), total sampling is a sampling technique where the number of samples is the same with population. In this research, sample was selected using total sampling. Sugiyono (2007) states that total sampling means if the total population is less than 100 the entire population is used as a research sample. Since the total number of students is quite small, so the sample of this research was assigned by using total sampling technique. The writer did the research on class X IPA and X IPS which consist of 35 students as the samples.

The procedures of data collecting that was used in this research is a pre-test, treatment and a post-test. In this research, the writer used reading test to collect the data. Cohen (2007) stated that “test is subject to item analysis”. Test used to collect the data about students reading ability in narrative text. The reading test is distributed to measure the students’ ability in comprehending narrative texts. The total number of test items was 40 questions with four options (a,b,c,d) for reading test of narrative texts in the form of multiple choices. The time allocation for doing the test was 90 minutes, the data were analyzed by scoring pre-test and post test. The writer used quantitative data analysis were analyzed by using SPSS (Statistical Package for the Social Science) 23.00. This technique used to measure and compare the students’ score in reading comprehension between pre-test and the post-test result.

FINDINGS AND DISCUSSION

The objective of this research is to find out if there is a significant effect of using Collaborative Strategic Reading technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru. From the research findings shows that the post-test result was better than the pre-test result. The interpretation is based on the comparison of the mean score between pre-test and post-test before and after treatment.

Pre-test is aimed to find the achievement of the students’ reading comprehension before treatment was applied. The pre-test was administrated by asking students to answer the questions about narrative text. The test consist of 40 items. There were four narrative texts which consist of ten questions in each text and it was in the form of multiple choices. Table (1) represents the results

Table 1. Descriptive Statistics of Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Score	35	53	85	70.03	8.475

Table (1) shows the result of pre-test, the mean score of 35 students was 70.03. Meanwhile, the minimum score that students reached in pre-test was 53 and the maximum score was 85. The score of the students in pre-test are categorized as ‘Good’ qualification.

Table 2. Classification Students' Score in Pre-test

No	Test Score	Level of Students' Comprehension	Frequency	Percentage
1	81-100	Very Good	3	9%
2	61-80	Good	27	77%
3	41-60	Mediocre	5	14%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
Total			35	100%

Table (2) shows the classification of students' reading comprehension ability. The number of sample is 35 students. There are 3 students (9%) are classified into *Very Good* level, 27 students (77%) are classified into *Good* level, 5 students (14%) are classified into *Mediocre* level, none of students (0%) is classified into *very poor* level and none of students (0%) is classified into *poor* level. Therefore, it can be concluded that the reading comprehension ability of students is mostly classified into *Good* level because the highest percentage is in *Good* level (77%). Based on the mean score of students, it can be concluded that the classification of students' reading comprehension ability in pre-test of Madrasah Aliyah Muhammadiyah Pekanbaru is in *Good* level (70.03).

Table 3. Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Score	35	60	90	76.00	7.971

The Post-test was conducted to find out the effect of the students' reading comprehension ability after collaborative strategic reading technique was applied. Table (3) shows that the mean score of 35 students in post-test is 76.00. Meanwhile, the minimum score that students reached in post-test is 60 and the maximum score is 90. The score of the students in post-test according to students' score criteria are categorized as 'Good' qualification.

Table 4. Classification Students' Score in Post-test

No	Test Score	Level of Students' Comprehension	Frequency	Percentage
1	81-100	Very Good	9	26%
2	61-80	Good	24	68%
3	41-60	Mediocre	2	6%
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
Total			35	100%

Table (4) shows the classification of students' reading comprehension ability. The number of sample is 35 students. There are 9 students (26%) are classified into *Very Good* level, 24 students (68%) are classified into *Good* level, 2 students (14%) are classified into *Mediocre* level, none of students (0%) is classified into *very poor* level and none of students (0%) is classified into *poor* level. Therefore, it can be concluded that the reading comprehension ability of students is mostly classified into *Good* level because the highest percentage is in *Good* level (68%). Based on the mean score of students, it can be concluded that the classification of students' reading comprehension ability in post-test of Madrasah Aliyah Muhammadiyah Pekanbaru is in *Good* level (76.00).

Table (5). Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	70.03	35	8.407	1.421
Post-test	76.00	35	7.971	1.347

In performing pre-experimental research with one group pre-test and post-test design. Table (5) shows that the total number of students of pre-test and post-test are 35 students. The mean score of pre-test is 70.03 and the mean score of post-test is 76.00. The difference of the mean score between pre-test and post-test is 5.97. The gap of mean score shows the difference indicated an effect of students' ability in reading comprehension after Collaborative Strategic Reading technique was exposed in learning narrative texts. Standard deviation is a values spread in the sample, while standard error mean is an estimate of the mean. The spread of values in the sample pre-test is 8.407, while standard error of mean is 1.421. The standard deviation of post-test is 7.971 and standard error of mean is 1.347.

Table 6. Paired Samples t-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Post-test	-5.971	2.281	.386	-6.755	-5.188	15.485	34	.000

Table (6) shows the results of the t-test was 15.485, meanwhile t-table is 2.032. The result showed that t-test is higher than t-table ($15.485 > 2.032$). Based on the analysis, there was a significant effect of using Collaborative Strategic Reading technique. This can be seen from the pre-test and post-test results. The mean score of the pre-test was 70.03 and the mean score of the post-test was 76.00. There was an improvement of the mean score in the post-test. The difference of the mean score between the pre-test and the post-test was 5.97. It means that there was a significant

effect of using Collaborative Strategic Reading technique as a treatment in comprehending narrative texts.

From the result and explanation above, there is a significant effect between the pre-test and the post-test. Collaborative Strategic Reading technique could give a statistically significant effect between the achievement of students' score in pre-test and post-test. The alternative hypothesis of this research, "There is a significant effect of using Collaborative Strategic Reading technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative text" is accepted.

Therefore, this research was conducted to find out if there is a significant effect of using Collaborative Strategic Reading technique on the ability of students in comprehending narrative texts. The research findings above show that the post-test result was better than the pre-test result. This interpretation is based on the comparison of the mean score between the pre-test and post-test before and after treatments.

Based on the analysis, there was a significant effect of using Collaborative Strategic Reading technique. This can be seen from the pre-test and post-test results. The mean score of the pre-test was 70.03 and the mean score of the post-test was 76.00. There was an improvement of the mean score in the post-test. The difference of the mean score between the pre-test and the post-test was 5.97. The gain of the hypothesis of the test using t-test with significant 0,05 showed that t-test is higher than t-table ($15.485 > 2.032$). It means that there was a significant effect of using Collaborative Strategic Reading technique as a treatment in comprehending narrative texts. It is in line with the previous study conducted by Indah Fadhilah Rahman (2015), Dede Nurhayati (2015), and Wilia Wulandari (2016). In their research it was found that there was a significant effect of using Collaborative Strategic Reading technique. The result showed the value of students is categorized into a good and excellent level and the alternative hypothesis (H_a) is accepted. It means Collaborative Strategic Reading technique is an effective technique to be applied in teaching reading.

CONCLUSION AND RECOMMENDATION

Conclusions

This research had proved that giving Collaborative Strategic Reading technique has a good effect for students in comprehending narrative texts. It was proved that the result showed the value of t-test (15.485) is higher than t-table (2.032). It means that Alternative Hypothesis (H_a) is accepted. Based on the result of the data analysis, it can be concluded that there is a significant effect of using Collaborative Strategic Reading technique on the ability of the first year students of Madrasah Aliyah Muhammadiyah Pekanbaru in comprehending narrative text.

Recommendations

Based on the conclusion, there are some recommendations to teachers, students and other researcher as follows :

1. Teachers are recommended to apply Collaborative Strategic Reading technique as an alternative technique to help the students comprehend narrative texts. Before using this technique it is better for the teacher to explain all the procedures of this technique because this technique has several steps that very important to do in groups discussion which should be understood by the teacher. In this case, the teachers should pay attention and control the students when they are working in groups to get effective learning. This technique has proved the improvements students' reading comprehension especially in narrative texts.
2. Students are recommended to use Collaborative Strategic Reading technique to encourage them to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to comprehend texts, especially narrative texts.
3. Other researchers are recommended to conduct the research with similar topic but with other types of reading texts such as recount texts, descriptive text and so on.

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