THE EFFECT OF COLLABORATIVE STRATEGIC READING ON THE SECOND YEAR STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXTS AT SMP N 1 TAMBUSAI UTARA

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Abstract: *The objective of this research was to examine the effect of Collaborative Strategic Reading (CSR) on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara. This research is a pre-experimental one with one group pretest-posttest design. In conducting this research, a single group, consisting of 29 students, was selected to be a sample by using cluster random sampling. A reading test in the form of multiple-choice consisting of 40 questions was used in pre-test and post-test. The mean score of the pre-test was 49,97; the mean score of the post-test was 74,07. T-test formula was applied to discover the difference between pre-test and post-test and to test the hypotheses. After analyzing the data, it was found that the t-test score was 13,863, which is higher than t-table (n-1: α/2), namely 2,408; it can be concluded that an alternative hypothesis was accepted. It can be further understood that "there is a significant effect of Collaborative Strategic Reading (CSR) on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara". Based on the research findings, it is suggested that Collaborative Strategic Reading (CSR) can help the students to improve their reading comprehension, especially in descriptive text.*

Key Words: *Effect, CSR, Reading Comprehension, Descriptive Text*

PENGARUH METODE *COLLABORATIVE STRATEGIC READING* (CSR) DALAM KOMPREHENSI MEMBACA TERHADAP TEKS DESKRIPTIF SISWA KELAS DUA SMP N 1 TAMBUSAI UTARA

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh signifikan dari aplikasi metode CSR dalam komprehensi membaca terhadap teks deskriptif pada siswa kelas dua SMP N 1 Tambusai Utara. Penelitian ini menggunakan desain penelitian pra-eksperimental satu kelompok pre-test post-test. Dalam melakukan penelitian, kelas VIII E yang berisikan 29 siswa terpilih sebagai sampel. Penelitian ini menggunakan tes berisikan 40 soal dalam bentuk pilihan ganda. Dari penelitian ini diketahui bahwa nilai rata-rata pre-test yakni 49,97, dan nilai rata-rata dari post-test adalah 74,07. Selanjutnya, analisis t-test diaplikasikan untuk mengetahui pengaruh signifikan dari metode CSR. Kemudian ditemukan bahwa nilai dari t-test adalah 13, 863, dan nilai ini lebih tinggi dari t-table (n-1: α/2), yakni 2,408. Ini artinya hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Selanjutnya dapat dinyatakan bahwa metode CSR memberikan pengaruh signifikan terhadap pemahaman membaca terhadap deskriptif teks pada siswa kelas dua SMP N 1 Tambusai Utara.

Kata Kunci: Efek, Metode CSR, Pemahaman Membaca, Teks Deskriptif

INTRODUCTION

Reading is one of the English skills taught at school, expecting that students will gain more information and knowledge through this skill. That is why teaching reading comprehension as one of the language skills in English is considered necessary. However, it is still difficult for EFL students to reach an excellent score of reading comprehension because they do not understand well what they read.

Fortunately, Indonesia nowadays has a curriculum which is called 2013 Curriculum. It is implemented to solve several problems in education and improve teaching and learning process quality. However, there are still several challenges faced by teachers and students in the classroom, such as overcrowded classrooms, fewer opportunities to practice English outside of the classroom (Barrionuevo & Pico, 2006), and students hesitate to talk about their problem.

Those problems also happened in SMP N 1 Tambusai Utara according to the researcher's observation and discussion with the English teacher. The students who did not have good ability in reading comprehension had difficulty interpreting the meaning of words and sentences, and the 2013 curriculum was not implemented well enough. The school still applies teacher-oriented, where the teacher is still the only person who gives material. That is why, there are two main concerns of the English teacher in this school, namely: first, to develop students skills, especially in reading comprehension; second, to make students more active in the learning process; where they have the chance to be the main subject.

At this point, the researcher was interested in suggesting the use of a strategy in reading comprehension, which is Collaborative Strategic Reading (hereafter as CSR). According to Klingner, Vaughn, Boardman, & Swanson (2012), CSR was introduced for monitoring comprehension, reviewing and synthesizing information, asking and answering the question, and also improving students' understanding. CSR is divided into three sections, which are: before reading (preview), during reading (Click and Clunk, and Gist strategies), and after reading (Wrap up) (Klingner et al., 2012).

Furthermore, the study of Gani, Yusuf, & Susiani (2016) revealed this strategy showed a good result in their research at Madrasah Aliyah Negeri (MAN) Model Banda Aceh; where the students gave positive responses about the use of CSR in the learning process. The next study was held by Fitri (2010), where she found that CSR is effective in increasing the students' reading comprehension. Zagoto did another research (2016) found that CSR was a better strategy to improve students' reading comprehension, especially to improve students' understanding to determine the main idea and to draw conclusions from the texts.

Next, the researcher made limitations to focus on the topic: first, the descriptive text was the object of this research. The researcher chose descriptive text as reading material because it was included in the syllabus of the second-year students of SMP N 1 Tambusai Utara. Furthermore, students face it in a daily test, mid-test, semester test, and final examination. Secondly, the research subject was limited only for the second-grade students at SMP N 1 Tambusai Utara.

From the description above, research problems are posed for this study: " How is the students' reading comprehension in descriptive texts before and after being taught by Collaborative Strategic Reading (CSR)?; and, " Is there any significant effect of Collaborative Strategic Reading (CSR) on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara?."

METHODOLOGY

Participants of the research

Participants of this research were class VIII E, which consisted of 29 students. The researcher used a cluster random sampling technique to get a sample of this research.

Data Collecting Technique

In this study, the researcher gave the students a couple of tests, namely: pre-test and post-test. The pre-test itself was given before the experimental teaching was held, and the post-test was implied after students were treated by CSR. The test was a reading test in the form of multiple-choice consisting of 40 items.

Data Analysis Technique

Validity Test

The researcher used the formula below to discover the difficulty level of the test:

$$D= \frac{\sum B}{N} \times 100$$

Explanation:
 D   : Proportion of correct answer/ index difficulty
 ∑ B   : The number of correct answers
 N   : Total students

<div align="right">(Tamil, 2016)</div>

Furthermore, The standard value of the proportion correct can be seen in Table 1 below:

Table 1 The Degree of Difficulty

Proportion correct (p)	Item Category
< 20	Very difficult
21-40	Difficult
41-60	Average
61-80	Easy
>81	Very easy

<div align="center">(Adopted from Tamil, 2016)</div>

Next, the result of the analysis showed there were six invalid questions from 40 questions; they were questions number 1, 5, 12, 24, 29, and 33. These items were rejected because the scores were below 30, which mean they were too difficult to be answered by students, so the researcher revised those invalid questions. The other questions were accepted because their scores were between 30 to 70.

Reliability Test

The researcher used the Cronbach-Alpha test assisted by SPSS 16.0 to measure the reliability of the test. Table 2 below shows the classification of reliability based on Joseph & Arthor (2007):

Table 2. Rules of Thumb about Cronbach-Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
<0,6	Poor
0,6 to <0,7	Moderate
0,7 to <0,8	Good
0,8 to <0,9	Very Good
>= 0,9	Excellent

The result of reliability test can be seen in Table 3 below:

Table 3. Reliability Statistics

Cronbach' s Alpha	N of Items
.717	40

The result of the reliability test informed that the reliability value of Cronbach' s Alpha test is 0,717. Therefore, according to " Rules of Thumb about Cronbach-Alpha Coefficient Size" by Joseph & Arthor (2007), the reliability value of this research instrument belongs to ' Good' classification.

Reading Comprehension Test Formula

The students' final scores from pre-test and post-test were calculated as below:

Student correct answer   x 100
The number of items

Furthermore, the classification of students' scores was used to interpret the students' reading comprehension level, as in Table 4 below:

Table 4. The Classification of Students' Scores

The Range of Score	Level of Ability
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very Poor

(Adopted from Harris, 1974)

Normality Test

The next step of analyzing data is to check whether the data has a normal distribution or not. The result of the normality test can be seen in Table 5 below. It shows that the score of significance value is 0,956, and it is higher than 0,05. It implies the data are in a normal distribution.

Table 5. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	9.07589644
Most Extreme Differences	Absolute	.095
	Positive	.090
	Negative	-.095
Kolmogorov-Smirnov Z		.511
Asymp. Sig. (2-tailed)		**.956**

a. Test distribution is Normal.

Linearity Test

This test is conducted to determine whether the relationship between independent and dependent variables is linear or not. From Table 6 below, it can be seen that the value of Sig. Deviation from Linearity is 0,182, where it is higher than 0,05. It means the data is linear.

Table 6. Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
PRE_TEST * POST_TEST	Between Groups	(Combined)	1910.216	10	191.022	2.702	.032
		Linearity	876.552	1	876.552	12.397	.002
		Deviation from Linearity	1033.663	9	114.851	1.624	**.182**
	Within Groups		1272.750	18	70.708		
	Total		3182.966	28			

T-Test

This test was proposed to tell the differences in the pre-test and post-test results and shows how significant the differences are. So, the larger the t score, the more different there are between the results. On the other hand, the smaller the t score, the more similarity there is between the results. This research used paired t-test assisted by SPSS 16.0 to see the difference between paired observations before and after CSR treatment.

RESULTS AND DISCUSSION

Results

Findings of Pre-test

Pre-test was administered to find out students' ability in reading comprehension and features of descriptive text before they were given the treatment. As a result, there are 7 students in Poor level, 18 students in Mediocre level, and 4 students in Good level, and there is no student who has Very Poor and Excellent ability before the treatment has been applied.The students' level scores in pre-test can be seen in Table 7 below:

Table 7. Level Scores in Pre-test

Test Score	Ability	Frequency	Percentage
81-100	Excellent	0	0%
61-80	Good	4	13,79%
41-60	Mediocre	18	62,07%
21-40	Poor	7	24,14%
0-20	Very Poor	0	0%

Secondly, the data of the students' average achievement for each component of reading comprehension counted, and the result was shown in Table 8:

Table 8. Students Mean Score for Each Aspect of Reading
Comprehension in Pre-test

No	Aspect of Reading	Average Scores
1	Finding factual information	61,38
2	Finding main idea	62,07
3	Guessing vocabulary in context	59,31
4	Reference Word	59,31
5	Inference	46,90
6	Social function	42,76
7	Schematic Structure	34,48
8	Significant Grammatical Pattern	35,17
Average Total Score		**50,17**

Table 8 above infer that the aspect with minimal difficulty to answer in pre-test is Finding Main Idea (62,07). Next, the most challenging component to be solved in pre-test for students is Schematic Structure (34,48).

Furthermore, the descriptive statistics of pre-test could be seen in Table 9 below:

Table 9. Descriptive Statistics of Pre-test

N	Minimum Score	Maximum Score	Mean	Median	Mode	Std. Deviation
29	35	72	49,97	50	40	10,662

It can be seen from Table 9 above that the lowest score is 35, whereas the highest score in the pre-test is 72. Next, the mean score of 29 students in pre-test is 49,97, which means it is classified into Mediocre level according to " The Classification of Students' Scores" (Harris, 1974).

Findings of Post-test

Post-test was administered to find out students' ability in reading comprehension and features of descriptive text after they were given the treatment. Firstly, the researcher learned about the ability of students in reading comprehension and features of descriptive text after the post-test scores were calculated and interpreted into " The Classification of Students' Scores" (Harris, 1974). Resulting there are 7 students in Excellent level, 21 students in Good level, 1 student in Mediocre level, and there is none student who has Poor and Very Poor ability after the treatment was implemented.

The students' level scores in post-test can be seen in Table 10 below:

Table 10. Level Scores in Post-test

Test Score	Ability	Frequency	Percentage
81-100	Excellent	7	24,14 %
61-80	Good	21	72,41 %
41-60	Mediocre	1	3,45 %
21-40	Poor	0	0 %
0-20	Very Poor	0	0 %

Next, the data of the students' average achievement for each component of reading comprehension in post-test were shown in Table 11:

Table 11. Students Mean Score for Each Aspect of Reading Comprehension in Post-test

No	Aspect of Reading	Average Scores
1	Finding factual information	85,52
2	Finding main idea	77,24
3	Guessing vocabulary in context	78,62
4	Reference Word	82,07
5	Inference	59,31
6	Social function	72,41
7	Schematic Structure	87,59
8	Significant Grammatical Pattern	51,72
Average Total Score		**74,31**

Table 11 shows that the easiest aspect for students in post-test is Schematic Structure (87,59), and the most challenging component to be solved in post-test is Significant Grammatical Pattern (51,72). Furthermore, the descriptive statistics of pre-test could be seen in Table 12:

Table 12. Descriptive Statistics of Post-test

N	Minimum Score	Maximum Score	Mean	Median	Mode	Std. Deviation
29	60	87	74,07	75	75	7,896

From Table 12 above, it was known that the lowest score is 60, where the highest score in the post-test is 87. The mean score of 29 students in post-test is 74,07, where it is classified into Good level according to " The Classification of Students' Scores" (Harris, 1974).

Finding of T-test

This research used paired t-test to investigate if there is any significant effect of CSR on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara. The result of t-test can be seen in the following Table 4.8. It shows that the result of t-test is 13, 863, which is higher than t-table (n-1: α/2), namely 2,408.

Tabel 13. Paired Samples Test

| | | Paired Differences | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 PRE_TEST - POST_TEST	-24.103	9.363	1.739	-27.665	-20.542	-13.863	28	.000

Next, there are two kinds of assumptions after calculating t-test to Prove the hypothesis, namely:
1. If t-test > t-table, Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
2. If t-test < t-table, Null Hypothesis (Ho) is accepted, and Alternative Hypothesis (Ha) is rejected.

As written before, the result of t-test is 13, 863, which is higher than t-table (n-1: α/2), namely 2,408. Therefore, the Alternative Hypothesis of this research (Ha), "There is a significant effect of Collaborative Strategic Reading (CSR) on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara" was received and Null Hypothesis (Ho) was declined.

Discussion

This research was proposed on finding the effect of Collaborative Strategic Reading (CSR) on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara.
According to the result of data, it showed that students improved their reading comprehension in descriptive text. It was proven by students' mean score in the pre-test belongs to Mediocre level (49,97), and the students' mean score of post-test belongs to Good level (74,07). The improvement of students' mean scores from the pre-test to the post-test was 24,14 points.
There are also several improvements in terms of the level score of students' reading comprehension from pre-test to post-test after Collaborative Strategic Reading (CSR) has applied. In pre-test, 24,14% of students are in Poor level; while in post-test,

there is no student at this level. Next, 62,07% of students belong to Mediocre level in pre-test, whereas there are 3,45% of students at the same level in post-test. Furthermore, the researcher learned a significant improvement in Good level; where there are 13,79% of students in pre-test, yet there are 72,41% of students at this level after the treatment. Lastly, there are also 24,14% of students in Excellent level in post-test, where there are none students at the same level in pre-test.

Next, the students' mean scores for each component from pre-test to post-test also increased. The researcher also discovered that from five components of reading comprehension by King and Stanley (1989), the lowest score belongs to ' Inference' where pre-test got 46,90, and post-test got 59,31. It happened because the students find it difficult to read between the lines, made connections, and drew conclusions about the text' s meaning and purpose. Meanwhile, the highest score of these five components was achieved by ' Finding Main Idea' (62,07) in pre-test and ' Finding Factual Information' (85,52) in post-test.

Furthermore, for students' mean scores of descriptive text' s features by Hammond, Burns, Joyce, Brosnan, Gerot, Solomon, & Hood (1992), the lowest scores in pre-test and post-test belong to Schematic Structure (34,48) and Significant Grammatical Pattern (51,72). It occurred because of the lack of prior knowledge of students for descriptive text' s features. On the other hand, the highest scores of descriptive text' s features of pre-test and post-test were possessed by Social function (42,76) and Schematic Structure (87,59).

Lastly, the improvement achieved by students in present research might have been attributed to the way they were being taught using CSR. According to data description, there is a significant effect of Collaborative Strategic Reading on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara. That is why the researcher can say that the use of CSR is applicable for teaching descriptive text in English Lessons.

CONCLUSIONS AND RECOMMENDATION

Conclusions

This research proposed to discover the effect of Collaborative Strategy Reading (CSR) on the second-year students' reading comprehension in descriptive text at SMP N 1 Tambusai Utara.

The researcher discovered the students' reading comprehension in descriptive texts before being taught by CSR. There are 7 students in Poor level, 18 students in Mediocre level, and 4 students in Good level. The mean score of the pre-test was 49,97, where it is classified into Mediocre level according to " The Classification of Students' Scores" (Harris, 1974).

Furthermore, the researcher learned the students' reading comprehension in descriptive texts after being taught by CSR. There are 7 students in Excellent level, 21 students in Good level, and 1 student in Mediocre level. The mean score of post-test was 74,07, which belongs to Good level according to " The Classification of Students' Scores" (Harris, 1974).

The result also shows that the value of the t-test (13,863) is higher than the value of t-table (2,048). It means that Alternative Hypothesis (Ha) is approved, and Null Hypothesis (Ho) is denied. In conclusion, there is a significant effect of using Collaborative Strategy Reading (CSR) on the second-year students' reading comprehension in descriptive texts at SMP N 1 Tambusai Utara.

Recommendations

According to the result and conclusion, the researcher would like to give some suggestions: First, the researcher suggests that the school provides more books in English and allocate specific time to read them at least once a week. Second, the researcher suggests teachers provide key vocabularies and to mix the use of English and Bahasa when explaining instructions, so students will understand them easier; lastly, to make sure students applied for every role correctly. Third, the researcher suggests the students read more reading texts aiming to achieve in-depth knowledge and to gain many new vocabularies. The researcher also advises the students to discuss more with their peers about reading text, and do not hesitate to talk with English teacher if they find any difficulties in learning. Finally, the researcher recommends the next research to be done with different populations, grades, and more meetings.

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