THE EFFECT OF USING COLLABORATIVE STRATEGIC READING (CSR) ON STUDENTS’ READING COMPREHENSION

Pengaruh Penggunaan Collaborative Strategic Reading (CSR) Terhadap Komprehensi Baca Siswa

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Abstract: The objective of this study was to find out The Effect of Using Collaborative Strategic Reading (CSR) on Students’ Reading Comprehension On Narrative Texts at the Nine grade students’ of SMP Swasta Harvard Martubung. The sample of this study was the Nine grade students’ of SMP Swasta Harvard Martubung. They were class IXA as the experimental class and class IXB as the control class. Each class consisted of 25 students, with 9 male students and 16 female students. The method used in this study was a quantitative method. The instruments of this study were tests. For sampling technique, the writer used purposive sampling. In addition, to the calculation of the data, the writer used SPSS 20 for calculation of this study. The result of the study was that post-test mean score of control class was 77.12, while post-test mean score of experimental class was 84.96. It means that the effect of treatment was strong. Based on the result of quantitative data, CSR Strategy had helped the students in four things; to make easier students’ reading comprehension, to increase students’ curiosity of the content of passage, to increase students’ ability in using one of higher order of thinking skill (connecting), and to enrich students’ vocabulary. In short, it means that the use of CSR strategy had significant effect to the students’ reading comprehension.

Keywords: Collaborative Strategic Reading (CSR), Narrative Texts, Reading Comprehension


Kata kunci: Collaborative Strategic Reading (CSR), Teks Naratif, Pemahaman Membaca.
1. INTRODUCTION

Language is an important part of culture in human life. Language is used for human communication. Through language, people can express their thoughts, ideas, opinions, experiences and other important things because language is an interpretation of what we want to convey to others.

English is one of the languages in this world. In this global area, English is much needed because it is used universally both in the world of technology, education, economics, politics, culture, and various other fields. In view of these conditions, the Indonesian government has regulated English as the mandatory subject in Education.

In learning English, there are four skills that students must learn, namely, listening, speaking, reading and writing. All of these skills must be practiced by students and cannot be separated from each other. However, it cannot be denied that English is still an important problem for Indonesian students. As proof, until now most students from junior high school level to university experience difficulties in all these skills. One of the language skills that is very important to learn is reading.

Reading is a very complex process and is one of the subjects studied in learning English. According to Nunan (2003: 68), reading is the process of the reader combining information from the text and their own background knowledge to construct meaning. It means reading is learned to get information to increase their knowledge. The process of reading is not only to say words but also the process to find out the meaning of words and to get information from what is read. The reader must find the meaning of the problem text written by the author. The main point that supports the reading process is reading comprehension.

Reading skills are more focused on reading comprehension, because the ability to understand reading material (text) is the main goal to be achieved in learning to read. Reading comprehension is the ability to process text, understand the purpose of the text that has been read. Without good reading skills, students cannot understand the learning process and the material being taught. Most students have difficulty understanding the text read. So students cannot answer the teachers’ questions about the contents of the text. This makes them passive in class. Teacher must help students to solve this problem by motivating them to read and understand the text given.

In this case, teachers must be able to implement appropriate and effective reading strategies that can encourage students to play an active role in the classroom. The teaching
and learning process must involve not only teachers and students, but also students and students. Therefore, teachers must use certain good strategies that support them in achieving skills including reading skills. Teachers must teach students the material using a good strategy and arrange the teaching-learning process as well as possible. Thus, the teaching and learning process not only runs well but also makes students adept at reading skills.

This problem also happened when the writer conducted Teaching Practice (PPL\Pratik Pengenalan Lapangan) at SMP Swasta Harvard which is located in Jl. Tuar Indah Blok IX No. 131, Labuhan Deli, Kec.Medan Marelan, Kota Medan, Sumatera Utara. Most of the students SMP Swasta Harvard Grade IX were unable to answer teacher’s questions about the content of the text because they did not comprehend the text. They were passive when the teacher teach in the class and it made them bored. The fact shows that teaching reading not give a satisfied result.

Considering to conditions above, it is necessary to provide a teaching strategy that help students to take actively in the classroom activity in order to increase the students comprehension. In this case, the writer proposes Collaborative Strategic Reading (CSR) as a strategy in reading comprehension in the class. The writer chooses this strategy because Collaborative Strategic Reading (CSR) is a good cooperative learning strategy that can help the students to solve their problems in reading comprehension. In this learning strategy, students will study by a small group. CSR also motivates the students to work together with their friends.

CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively Klinger et.al, 1998). This strategy is a way to help students in comprehend a text. In CSR, the students are working in groups and they are taught to achieve their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text. The group work is organized around cooperative learning principles in which every student in a group assigned a responsibility for the task.

From that explanation above, the writer wants to conduct a research of the using of CSR in teaching learning process in the class. The writer believes that, by using CSR in teaching learning process the students can comprehend the text easier. Based on the above, the writer would like to conduct a research entitled “The Effect of Using Collaborative Strategic Reading on the Students’ Reading Comprehension”.

Definition of Reading
Reading is one important things for students to learn at school and also an important skill to support learning process. There are many definitions of Reading presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Grebe and Stuller (2002:9) defined, Reading is the ability to draw meaning from the printed page and interpret the information appropriately. According Hittlemen as quoted by Dallmann et al (1982:23) argue that “Reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author.”

Aspects of Reading

Dallmann et all (1982:25) said that some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, here are:

1. Word Recognition
   The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

2. Comprehension
   Comprehension is an absolute necessity in reading. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound or meaningful language sequences.

3. Reflection
   Gray as quoted by Dallmann et al (1982:26) reflection includes reaction and fusion. By reaction he refers to the reaction of the reader to what he has read.

The Purposes of Reading

Harmer (2001) in Ali (2012:48) states that there are five reading purposes:

1. To identify the topic
   Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.

2. To predict and guess
Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

3. Reading for detail information
Some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedures.

4. Reading for specific information
Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested in them come up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

5. Reading for general understanding
Good readers are able to take in a steam of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.

Reading Process

The model reading process can be divided into three categories: bottom-up models, top-down models, and interactive models.

1. Bottom-up Model
Eskey (1986) in Simanjuntak (1988) notes that, the bottom-up model defines reading as a precise process involving exact, detailed, sequence perceptions and identification of letters, words, spelling patterns and larger language units. This model assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text. Within a bottom-up approach to reading, the most typical classroom focus is on what we call intensive reading. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or a particular skill.

2. Top-Down Models
The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. This focuses on meaning generating activities rather than on mastery of word cognition. Goodman (1976) in Noonan
(2003) states “A strong advocate of top-down models of reading, citizens bottom-up models because the readers become word callers who can read.” In this model, the readers begin with the largest elements and works down towards smaller elements to build comprehension of what is being read.

3. Interactive Models
Interactive model is the model that accepted as the most comprehensive description the reading process. The reader combines elements of both bottom-up and top-down models of reading to reach comprehension. Murtagh (1989) in Nunan (2003) notes “The best second language readers are those who can “efficiently integrate” both bottom-up and top-down processes.”

Reading Comprehension
Nunan (2005) states “Reading comprehension refers to reading for meaning, understanding and entertainment.” It involves higher-order thinking skills and it much more complex than merely decoding specific words. Snow (2002) in Kurniawan (2013) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The process of comprehending involves decoding the writer’s words and then using background knowledge to construct an approximate understanding of the writer’s message. According to Grabe and stoller (2002:14), reading comprehension is the most basic purposes for reading, underlying and supporting most other purposes for reading. Based on some opinions above, we can conclude that reading comprehension is about understanding written text and as an ability or capacity for comprehending reading material to gain some information from the reading text.

The Levels of Reading Comprehension
According to Mark Sadoski (2004:68), there are three levels of reading comprehension. They are (1) the literal level, (2) the inferential or interpretive level, (3) and the critical level.

1) The literal level
This level involves literal comprehension, interpreting the author’s in a given sentence in a way that has meaning to us, but without considering and weighing the implications of any interpretation we may have. Literal comprehension involves
word meaning, but it is more than decoding the meanings of individual words one at a time.

Here the reader finds the answer in the text. The reader might be asked to do any of the following:

- Identify the main ideas of the paragraph or short story.
- Recall details that support the main ideas
- Organize the sequence in which the main events occurred.

Examples of literal question starters: What happened ..? How many..? How did..?
Who..? What i..? Which..?

2) The Inferential or Interpretative Level

The level of inferential comprehension, also called the interpretative level, is the level of comprehending what is implied but not explicitly stated. Here, the reader interprets the information to find answers. The reader might be asked to any of the following:

- Predict endings and anticipate consequences.
- State reasons for events.
- Make generalizations.

Examples of interpretive question starters: Why did..? What was..? What do you think about..? Can you explain…? How was this similar to..?

3) Critical level

Critical refers to the kind of reading that requires personal judgement and evaluation. At this level, the reader form generalizations, draws conclusion, compares, analyzes, and applies ideas gained in reading. Here the reader makes links between the text and his or her own experience and knowledge to develop an answer. The reader asks open-ended questions to promote deeper understanding and do the following:

- Make generalizations.
- Make comparisons.
- Make judgments.
- Make recommendations and suggestions.
- Make decisions.
- Create alternative endings.

Examples of applied question starters: How would you..? Do you agree..? What would have happened if..? How might..? What effect does..? If you were What would you..?

*Reading Comprehension for Junior High School*

Students Reading comprehension for junior high school students is not easy. Students at junior high school still have limit of vocabulary. They are very difficult to find the meaning or information of the text in comprehending. Because reading comprehension is the process of simultaneously extracting and constructing the meaning through the interaction and involvement by written language (Snow 2002:11).

The students are expected to have the skills of language in simple English. So, the master of reading is very important. In junior high school there are some materials used in reading comprehension:

1) Descriptive text A text is to describe and classify information. Informative report usually talk to tell about person, place and thing.
2) Procedural text A procedural text is used to tell someone how to do or make something. This type of the text in many forms, such as instruction manual and recipes.
3) Report text Report text is a text which present information about something, as it is. It is a result of systematic observation and analyses.
4) Narrative text Narrative text has a social purpose to entertain the reader through a real experience or imagination.
5) Recount text Recount text is the text that telling the reader about one story, action, or activity.

*Narrative Text*

Narrative text is a type of text in English to tell a story that has a series of chronological events that are interconnected. The purpose of this text is to entertain the reader about a story or story.
The Characteristics of Narrative Text:

- Use Action Verb in the form of Past Tenses.
- Use certain nouns as people pronouns.
- Using Adjectives that make up Noun Phrase.
- Use Conjunction to sort events.

Narrative text can be imaginary or factual. Here is an example genre of Narrative text:

- Fairy tale
- Mystery
- Science fiction
- Romance
- Horror
- Fable
- Myth and legend
- History
- Personal experience

Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klinger, 1998:32). This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension. CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching and (b) cooperative learning or students pairing.

CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students. In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue (Palincsar 1986). Reciprocal teaching includes four components: previewing text to obtain a sense of what will be learned when fully immersed in reading, generating questions for one about what the text is attempting to convey, clarifying unclear information, and summarizing main points. Students work through these four strategies in groups of 10-12.

In addition to instructional strategies adapted from reciprocal teaching, CSR includes strategies such as cooperative learning, brainstorming, and student review of what has been
learned from reading. CSR systematic set of procedures is designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR uses a mix of whole class instruction (instruction that entails presenting curricula to an entire class at once) and small cooperative learning groups, so that a teacher can work with an entire class at the same time.

CSR and the professional development provided to classroom teachers in conjunction with it are designed to increase teachers’ knowledge of reading comprehension and, consequently, affect teacher practice in the classroom. It uses explicit strategy instruction to teach metacognitive and self-monitoring skills that are expected to lead to improved reading comprehension. In theory, such knowledge should help students recognize whether they understand the information they read and take corrective steps when they do not. The intervention developers theorize that teacher and student use of CSR results in improved student reading comprehension, which in turn increases reading achievement. Because CSR involves changes to teachers’ instructional practices, it can be used with a wide variety of curricula, regardless of subject matter.

Principally, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high average achieving students.

Teaching the strategies of Collaborative Strategic Reading (CSR)

Students learn four strategies as part of CSR Plan for Strategic Reading: Preview, Click and Clunk, Get the Gist, and Wrap Up. Preview is used only before reading the entire text for that lesson, and Wrap Up is used only after reading the entire text for the lesson. The other two strategies, Click and Clunk and Get the Gist, are used many times while reading the text, after each paragraph or two. In the following sections we provide an overview of how to teach each of the strategies:

1) Preview

Preview is a strategy to activate students’ prior knowledge, to facilitate their predictions about what they will read. Students preview the entire passage before they read each section. The purpose of previewing are to: (a) help the students identify what the text about, (b) tap knowledge about the topic, and (c) generate interest in topic.
2) Click and Clunk

Click and Clunk is a strategy that teaches students to monitor their comprehension of the text. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. When students understand the information, it “clicks”, when it does not make sense. For example, when students do not know the meaning of a word, it is “clunks”.

3) Get the gist

Get the gist is a strategy to help students identify main ideas during reading. Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). One way to identify the main idea is to answer the following questions: (a) “Who or what is it about?” and (b) What is most important about the who or what? In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), but not unnecessary details.

4) Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why and how (the 5 W and H).

Cooperative Learning Group or Student Pairing

One students have learned the four strategies (preview, click, and clunk, get the gist, and wrap up) and have developed proficiency applying them in teacher-led activities, they are ready to apply CSR in their peer-led cooperative learning groups. Some teachers find it easier to have students work in pairs, and that has also proven to be a successful practice.

Students’ Roles and Teachers’ Role in CSR

In applying Collaborative Strategic Reading (CSR) in the class, students’ role and teacher’s role are important. Each roles in CSR will explain as follows:

1. Students’ Roles

Roles are an important aspects of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should
rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the Leader. Students can perform more than one role at a time if necessary. Possible roles include:

a. Leader This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

b. Clunk expert This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

c. Announcer This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

d. Encourager This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

e. Reporter During the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.

f. Time keeper This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

2. The teacher’s role

Once you have taught the strategies and procedures to students and they have begun working in their cooperative learning groups, your role is to circulate among the groups and provide ongoing assistance. You can help by actively listening to students’ conversations and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. It is expected that students will need assistance learning to work in cooperative groups, implementing the strategies, and mastering academic content.

The Goals of Collaborative Strategy Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin (2012:194), “The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement. It means that
Collaborative Strategic Reading (CSR) is designed to maximize students’ engagement and help all students to be successful in improving their reading comprehension.

Moreover, the goals of Collaborative Strategic Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students at risk for reading difficulties, motivate the students to interest in reading, help the student that has limited vocabulary. CSR has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press).

Abidin describes that there some advantages of Collaborative Strategic Reading (CSR), they are: promoting student and academic achievement, increasing students retention, enhancing the students satisfaction with their learning experience, helping students develop skills in oral communication, developing students social skills, promoting students self-esteeem, helping to promote positive race relation. In addition, the purpose of Collaborative Strategic Reading (CSR) is to facilitate the students to improve their reading comprehension by 22 working in group and to better understand the material in their reading assignments.

The Hypothesis

The hypothesis in the research consists of two types they are, null hypothesis (Ho) and alternative hypothesis (Ha).

Ho : there is no significant effect of Collaborative Strategic Reading (CSR) on the students’ achievement in reading comprehension.

Ha : there is significant effect of Collaborative Strategic Reading (CSR) on the students’ achievement in reading comprehension.

2. Research Methodology

Research Design

The research design of this study was an experimental research. There are two variables in this study, namely Collaborative Strategic Reading (CSR) as the independent variable and students’ reading comprehension as the dependent variable. In collected data, two randomized group were namely experimental group and control group. The design is applied in order to compare the data that are gained from the both of groups. The
Experimental group is the group that is taught by using Collaborative Strategic Reading (CSR), while the control group is taught by using Conventional Method.

**Population and Sample**

The research had the population all of students on the grade nine of SMP SWASTA HARVARD Martubung. The grade nine of SMP SWASTA HARVARD Martubung consisted of 2 classes in 25 students in class IXA and 25 students in class IXB and they were become the sample of the research. The purposive sampling is used by the researcher in a sample. So, all the students in grade eleven were 50 students.

**Sample**

A sample is a group who represents the whole individuals in population (Arikunto, 2010:174). There are two parallel classes of the students grade IX namely IXA and IXB with the totally of the students 30. The sample is a part of population those the object of research. The sample referred to a delegation from the population in the research. The delegation was using to present the whole population. In this research, the writer took the sample by using purposive sampling. The sample was taken to select the students’ who had similar English proficiency level.

**The Procedure of Data**

One of the most important activities in doing the research is how to collect the data. To collect the data, a researcher must have an appropriate research instrument because it has an important role in determining the quality in research. In this research the writer was used the test (pre-test and post-test) that is made by the research. The test consist of 30 items multiple choice from some of narrative texts. The test was constructed by drawing on the reading comprehension level test namely literal level (15 items) and interpretative level (15 items).

**Pre-test**

The pre-test is administrated before the treatment. Both of the experimental group and control group were given the same test. Student answered the items of reading comprehension. There are 30 items of reading comprehension test that is designed by the researcher from the resources of the book or internet.
Treatment

In order to find the effect of Using Collaborative Strategic Reading (CSR) the sample is treated in different ways. The experimental group will be taught by using Collaborative Strategic Reading (CSR) and the control group by using Conventional Method. The teacher taught the experimental group and control group by the following procedures.

Post-Test

After the treatment, post test was given to the sample. The test items in the post-test are exactly the same as those in the pre-test. It is intended to know the mean scores of experimental and control group.

Research Instrument

To collect the data, the writer used test as the instrument to obtain the data. These data was collected by giving 30 items multiple choices to both of experimental group and control group in pre-test and post-test. The technique of collecting data has an important role in conducting any kinds of research in order that the result of the study is valid. The time was given for doing the test is 60 minutes. The writer hopes the students was used the time effectively to finish the test.

Reliability and Validity of Instruments

In this research, it is necessary to determine whether the instrument is valid and reliable. Validity is the accuracy of an instrument in measure what you want to be measured. To test the instruments used, the researchers used SPSS program 20. To get the same data and to determine whether an item is suitable for use or not. In determining the whether an items is suitable or not, a valid significantly with the total score. The SPSS testing technique is often used to test validity using Bivariant Pearson correlation formula will use in this research.

\[
\rho_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]

Pearson Moment Products formula:
\( \rho_{xy} \) = Is the product of total amount of variable x and the total amount of variable y.
\( N \) = Is the number of data pairs X and Y.
\( \sum X \) = Is the total of variable X.
∑Y = Is the total of variable Y.
∑X² = Is acquired a total amount of variable X.
∑Y² = Is acquired a total amount of variable Y.

“Reliability refers to the degree to which a measuring procedure gives consistent results”, Ross (2005:41). A reliable instrument means that instrument used several times to measure the same object. There are several Reliability testing methods include, Flana formulas, Cronbachs Alpha, formula KR method (Kuder-Richardson) – 20, KR – 21, and Anova Hoyt method. The researcher used the method for Cronbach’s Alpha. This method is very suitable for used in the dichotomy score (0 and 1) and produce a calculation that is equivalent. KR-20 Method and Anova Hoyt. If the result is not true or incorrect the measure of instruments can be categorized as reliable if the showed constants measurements result. The measurement and results of instrument is proven.

\[ r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum|x|}{S^2} \right) \]

KR 20 Formulas:
- n = Sample size for the test.
- p = Proportion of people passing the item.
- q = Proportion of people falling the item.
- S² = Variant total.
- \( r_{11} \) = Reliabilities instrument.

**Technique of Data Collection**

The data collected from the students’ test result. The form of the test is reading passage about narrative, Especially Fairy tale. The data was collected in some steps. Firstly, the students were directed to read the passage about fairy tale text. That passage is used in pre test and post test. Pre-test was given to the control class and experimental class are taught treatment of Collaborative Strategic Reading (CSR) strategy, while the students in control class are taught conventional way. Then, the post test was given after the treatment to measure some changes of participants in each classes. Both the classes are involved in this test.

**Technique of Data Analysis**

After the data was collected from the post-test, the researcher analyzed the data with the T-test formulation. Before analyzing the data using the T-test formulation, the writer tested the normally and homogeneity test. In analyzing the data, this following formula of T-test:
\[ t = \frac{Ma - Mb}{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)} \left(\frac{1}{Na} + \frac{1}{Nb}\right) \]

**T test Formula:**
- \( t \) = Total score.
- \( Ma \) = The mean of experimental group.
- \( Mb \) = The mean of control group.
- \( da^2 \) = The standard deviation of experimental group
- \( db^2 \) = The standard deviation of control group.
- \( Na \) = The total number sample of experimental group.
- \( Nb \) = The total number sample of control group.

### 3. RESEARCH FINDING AND DISCUSSION

**Data**

The data were obtained from the result of study directed to the two classes separately. In this research, the sample was divided into groups, namely experimental group and control group. Pre-test was administrated to both of groups. Treatment by using CSR was only given to the experimental group. Post-test was given to the both of groups. The two groups were given in the same test.

**The Score of Students’ Pre-Test and Post-Test in Control Class**

The control class in this study was students from Class IXA of SMP Swasta Harvard. This class consisted of 25 students, 9 were male students and 16 were female students. The pre-test was given to students of experimental class in multiple choices. It was administered to know their reading comprehension ability of narrative text specifically legend text. The pre-test mean score was 64.92. The lowest score was 52 while the highest score was 88.

After pre-test was conducted, the writer taught the class using conventional way. After that the post-test was conducted. The mean score of students was increased to 77.12. The lowest score in post-test was 72 while the highest score was 88. The finding showed that the students’ post-test score were higher than students’ pre-test score. It means that the increasing score between pre-test and post-test was quite significant. The following table shows the students’ scores for both tests, pre-test and post-test.
### Table 1. The Score of Pre Test and Post Test for Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Code</th>
<th>Gender</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>NA Male</td>
<td>52</td>
<td>76</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>AW Female</td>
<td>60</td>
<td>78</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>AA Female</td>
<td>60</td>
<td>78</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>BP Male</td>
<td>52</td>
<td>64</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SL Male</td>
<td>72</td>
<td>78</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>GM Female</td>
<td>64</td>
<td>78</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>GK Male</td>
<td>60</td>
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<td>8.</td>
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<td>9.</td>
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<td>16</td>
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<td>JW Female</td>
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<td>68</td>
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<tr>
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<td>1928</td>
<td>320</td>
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</tr>
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<td></td>
<td>Mean Score</td>
<td>64.92</td>
<td>77.12</td>
<td>12.8</td>
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</table>

**The Score of Students’ Pre-Test and Post-Test in Experimental Class**

The experimental class in this study was students from class IXB of SMP Swasta Harvard. This class consisted of 25 students, 8 were male students and 17 were female students. The pre-test that given to students of experimental class was multiple choices. It was administered to know their reading comprehension ability of narrative text especially legend text. The pre-test mean score was 66.72. The lowest score was 52 while the highest score was 80.
After pre-test was conducted, the writer conducted the treatment of Collaborative Strategic Reading (CSR). Then the post-test was conducted after the treatment, mean score of students increased to 84.96 the lowest score in post-test was 72 while the highest score was 96. The finding showed that the students’ post-test score were higher than students’ pre-test score. It means that the increasing score between pre-test and post-test was quite significant. The following table shows the students’ scores for both test, pre-test and post-test.

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Code</th>
<th>Gender</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>80</td>
<td>28</td>
</tr>
<tr>
<td>2.</td>
<td>KS</td>
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<td>YP</td>
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<td>84</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>INT</td>
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<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>AS</td>
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<td>WA</td>
<td>Female</td>
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<td>78</td>
<td>18</td>
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<tr>
<td>9.</td>
<td>MP</td>
<td>Male</td>
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<td>92</td>
<td>24</td>
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<tr>
<td>10.</td>
<td>PS</td>
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<tr>
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<td>MKT</td>
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<td>78</td>
<td>6</td>
</tr>
<tr>
<td>16.</td>
<td>MY</td>
<td>Male</td>
<td>76</td>
<td>92</td>
<td>16</td>
</tr>
<tr>
<td>17.</td>
<td>TR</td>
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<td>Female</td>
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<td>88</td>
<td>28</td>
</tr>
<tr>
<td>25.</td>
<td>KT</td>
<td>Female</td>
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<td>92</td>
<td>16</td>
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<td>1668</td>
<td>2124</td>
<td>472</td>
</tr>
<tr>
<td></td>
<td>Mean Score</td>
<td></td>
<td>66.72</td>
<td>84.96</td>
<td>18.88</td>
</tr>
</tbody>
</table>
Hypotheses Testing

Normally and Homogeneity test were the first step before hypothesis test. Then, the next step was to test the hypothesis. This test was conducted to know if there was significance different in the result of post test after the treatment was given. This hypotheses test was analyzed using SPSS (Statistical Package for The Social Sciences) of version 20. The formulation was from experimental score both pre-test score and post-test score. The significant value or alpha that used for this test was 0.050. Hypothesis stated that if sig.2 tailed value ≥ alpha, $H_0$ was accepted and $H_a$ was rejected, there is no positive effect of using CSR on students reading comprehension, while if sig. 2 tailed value ≤ alpha, $H_0$ was rejected and $H_a$ was accepted it means that there was positive effect of using CSR on students’ reading comprehension.

Table 3. The Result Independent Samples T-test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest Equal variances assumed</td>
<td>2.933</td>
<td>.093</td>
</tr>
<tr>
<td>Pretest Equal variances not assumed</td>
<td>-2.612</td>
<td>46.679</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen (2-tailed) significance point 0.012. There was a significance effect on students’ comprehension ability on post-test. Significance value (2-tailed) lower than significance level (0.012 ≤ 0.050) than Alternative Hypothesis ($H_a$) was accepted and Null Hypothesis ($H_0$) was rejected. It meant “There was a significant effect of the Collaborative Strategic Reading (CSR).

Research Findings
There were two classes that used as research subject. The first was IXA as the control class and the second was IXB as experimental class. They were choosen by Purposive sampling technique. The experimental class applied Collaborative Strategic Reading (CSR) to teach reading especially in narrative text and the control class was given the conventional teaching. The findings were obtained from the result of study directed to the two classes separately. There were two parameters to determine the different findings from both classes (Control and Experimental classes). Firstly, both classes were determined and obtained from their meaningful difference between the score of students in pre-test and post-test of control and experiment classes. Secondly, both classes were determined from their meaningful difference between treatments directed to the two classes.

The mean score of pre test for control class was 65,92 and for post test was 77,12. While the means score of pre test for experimental class was 66.72 and for post test was 84.96. The mean score showed that Collaborative Strategic Reading (CSR) had positive effect for students’ comprehension. The impact of this study had also been carried out by students who had successfully applied Collaborative Strategic Reading (CSR).

Discussions

Based on research finding, it was found that the students who were taught using Collaborative Strategic Reading (CSR) had increased their ability in reading comprehension. The result of the pre-test before Collaborative Strategic Reading (CSR) was used; the ability of students’ comprehension was lower. After Collaborative Strategic Reading (CSR) was used, students’ to the text reading comprehension was better. After getting treatment and Post-test was conducted, it was found that there was significance difference between the experimental class and control class where the Post-test score of the experimental class higher. It could be seen from the mean score of pre-test and post-test. The mean score of pre-test in control class was 65,92 and in post-test was 77,12 while the mean score of pre-test in experimental class was 66,72 and in post-test was 84,96. It means that the most improvement was in experimental class.

The result also related to the research of according to Nur Aini (2018) in her thesis with the title The Effectiveness of Collaborative Strategic Reading (CSR) Toward Reading Comprehension of The Seventh Grade Student Junior High School 1 Ngantru Tulungagung. Collaborative Reading Strategy (CSR) helped the students to realize the need for both information in the text and information from their own background knowledge. Collaborative Reading Strategy (CSR) was used in the process of teaching reading. The Strategy made
students interested in reading lesson. And then students were easier to comprehend English text using narrative text.

Based on the analysis of the data and the testing of hypotheses, the result of calculation by SPSS version 20 stated that the null hypotheses $H_0$ was rejected and the alternative hypotheses $H_a$ was accepted. It showed that the use of Collaborative Reading Strategy (CSR) in teaching narrative text effective for the students’ reading comprehension.

**4. CONCLUSION AND SUGGESTION**

**Conclusion**

After analyzing and interpreting the data statistically, the writer found that Collaborative Strategic Reading (CSR) affects the students’ reading comprehension. The result of the study showed that Collaborative Strategic Reading (CSR) strategy had significant effect on the students’ reading comprehension. It can be seen from the means score of pre-test for both classes, the mean score of pre test for control class was 65.92 and for post test was 77.12. While the means score of pre test for experimental class was 66.72 and for post test was 84.96. It also can be seen from t test in post-test value $0.012 \leq 0.050$ it means that $H_0$ was rejected and $H_a$ was accepted. Then, it can be concluded that the Collaborative Strategic Reading (CSR) has significant positive effect for the students’ reading comprehension.

**Suggestion**

The result of the research showed that Collaborative Strategic Reading (CSR) had positive effect for the students’ reading comprehension. There are three the following suggestion are offered:

1. English teacher should use the Collaborative Strategy Reading (CSR) in teaching students’ reading comprehension.
2. Students should improve their reading comprehension with Collaborative Strategic Reading (CSR).
3. The result of this research should be useful for researchers who apply Collaborative Strategic Reading (CSR) as the application of learning to develop students’ abilities in reading comprehension or other subject.
REFERENCES


