

THE EFFECT OF COLLABORATIVE STRATEGY READING (CSR) ON STUDENTS ABILITY IN READING COMPREHENSION AT GRADE TENTH

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Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Collaborative Strategy Reading (CSR) terhadap Kemampuan Siswa dalam Pemahaman Membaca di Kelas Sepuluh SMK SWASTA GKPI 2 Pematangsiantar. Penelitian ini merupakan metode kuantitatif dengan pendekatan quasi eksperimen. Populasinya adalah siswa kelas X SMK SWASTA GKPI 2 Pematangsiantar yang berjumlah 51 siswa. Sampel dibagi menjadi dua kelompok yaitu kelompok eksperimen (X-TB & OTKP) terdiri dari 26 siswa yang menggunakan Collaborative Strategy Reading (CSR) dan kelompok kontrol (X-MM) terdiri dari 25 siswa yang menggunakan Pengajaran Konvensional. Instrumen pengumpulan datanya menggunakan pilihan ganda. Pengambilan data dilakukan melalui Pre-test dan Post-test pada kelompok eksperimen dan kontrol. Data dianalisis dengan menggunakan uji-t. Hasil penelitian menunjukkan bahwa rata-rata Post-Test pada Kelompok Eksperimen adalah 78,46 dan rata-rata Kelompok Kontrol adalah 70. Setelah itu peneliti menemukan bahwa t-hitung lebih tinggi dari t-tabel ($2,202 > 1,677$) pada tingkat signifikansi adalah 0,05 dengan derajat kebebasan ($df=49$) Berdasarkan hasil temuan H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa penggunaan Collaborative Strategy Reading (CSR) memberikan pengaruh terhadap kemampuan siswa dalam pemahaman membaca khususnya di kelas sepuluh SMK SWASTA GKPI 2 Pematangsiantar.

Kata Kunci: Pemahaman Membaca, dan Strategi Membaca Kolaboratif (CSR)

Abstract

This research aims to find the Effect of Collaborative Strategy Reading (CSR) on Students Ability in Reading Comprehension at Grade Tenth of SMK SWASTA GKPI 2 Pematangsiantar. This research was quantitative method with quasi experimental approach. The population were the grade tenth of SMK SWASTA GKPI 2 Pematangsiantar with a total of 51 students. The sample was divided into two groups namely experimental group (X-TB & OTKP) consists of 26 students that used Collaborative Strategy Reading (CSR) and control group (X-MM) consists of 25 students that uses Conventional Teaching. The data collection instrument uses a multiple choice. The data were taken by Pre-test and Post-test to experimental and control group. The data were analyzed by using t-test. The research finds that the mean of Post-Test in Experimental Group was 78,46 and the mean of Control Group was 70. After that the researcher finds that t-test was higher than t-table ($2,202 > 1,677$) at the level significance was 0,05 with the degree of freedom ($df=49$) Based on the result finding H_a was accepted and H_o is rejected. Therefore, it can be concluded that using Collaborative Strategy Reading (CSR) given a effect to students ability in reading comprehension especially at grade tenth of SMK SWASTA GKPI 2 Pematangsiantar.

.Keywords: Learning Media, Educaplay, Excretory System

INTRODUCTION

English is one of the most languages in the world. One of the reason why English is use because English is one of the most language use to communication in the world and that's why English is included as one of the subjects in Indonesia and begins to be teach from the middle school to high school. English have four skills, such as, speaking, reading, writing, and listening. In this research, the researcher only focus on reading skills (Mahanani, 2022).

Reading is one of the skills in English. Reading is an activity that a person do to find out information. Reading is the process of processing reading, where the reader carries out a critical-creative approach to obtain a comprehensive understanding of the reading, followed by an assessment of the condition, value, function and impact of the text that the read. Reading is an activity carried out by a person, where there is a reading processing that carry out so that they can understand the reading and obtain information (Primadiati & Djukri, 2017).

Reading is a skill that use by everyone to get a information or new knowledge. In reading, a reader must have reading comprehension, so the readers can understand the all about of the text. Reading comprehension is a person's ability to comprehend and understand the all about the text. Reading comprehension is the process of reading in order to build understanding. The same thing is conveyed by Spear-Swerling, cited in Fitria (Mardiah & Al-Hamdani, 2017), reading comprehension is a type of reading that aims to understand reading itself. Therefore, reading comprehension is a person's ability to master/understand a text.

Reading comprehension is very important for students. However, in the fact is that many students haven't reading comprehension, most students can only read without understanding the text. Based on the researcher's experience when teaching class 10 in SMK Swasta GKPI 2 Pematangsiantar, where there were 51 students in two classes. When the researcher conducted a quiz on both classes, only 11 students passed, where the KKM for the English subject was 70 and of the 51 students the researcher taught, 40 students failed, this is caused by students haven't understand the text. This was show that the students don't have reading comprehension, because the questions the researcher make about reading comprehension of a text, where the researcher take the text from the school book that used by the students (Sipayung, 2018).

Based on observations and interviews that researcher conducted with students when researcher carry out teaching practices, there are several factors can influence students' ability in reading such as, students lack of vocabulary, students have difficulty to pronoun every words and sentences in a text, students have difficulty to identifying main idea, students have difficulty to finding factual information, students have difficulty to finding references, students have difficulty to make inferences, students feel bored in learning, especially reading, and when teacher use a wrong approach, strategy,

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technique, methods and media, it can influence students' ability in reading comprehension (Khaatimah & Wibawa, 2017).

Teachers must be able to create an enjoyable and conducive learning situation, so that students can learn well and the learning process can run smoothly and learning objectives can be achieved. Therefore, teachers must choose methods, media, approaches, techniques or strategies that learning needs or situations (Delgado et al., 2018). But in fact, sometimes teachers do boring teaching which makes students not interested in learning. Teachers who choose the wrong methods, approaches, strategies, media, teaching techniques can give an impact on students' ability in reading a text, if the students' ability to understand reading becomes less or they do not have reading comprehension of the text it will be difficult for the students to comprehend a text.

Therefore, teachers can choose good methods, approaches, strategies, media, teaching techniques by giving attention to students' needs and abilities in learning. One of them is Collaborative Strategic Reading. Collaborative Strategic Reading is a combination of reciprocal teaching and cooperative learning. Collaborative Strategy Reading was first used by Klinger and Vaughn in 1998. Collaborative Strategy Reading has 4 processes, namely preview, click and clunk, get the gist, and ending (Okkinga et al., 2018). Collaborative strategy reading has a good effect on students' reading comprehension (Bryson et al., 2018). Where the research above shows that the use of collaborative strategies has a significant effect in increasing students' reading comprehension from several previous studies above, researchers concluded that reading comprehension can be improved with collaborative strategic reading (Fu & Hwang, 2018). It is hoped that this research can help students improve their reading comprehension skills through maximally involving the roles of teachers and students to help students in reading comprehension (Duke et al., 2021).

Based on the explanation above, researchers are interested in conducting research with the title "The Effect of Collaborative Strategic Reading (CSR) on Students' Ability in Reading Comprehension at Grade Tenth of SMK Swasta GKPI 2 Pematangsiantar".

METHOD

In this research, researchers used quantitative research methods. Quantitative research is research that focuses on measuring and analyzing cause-and-effect relationships between various variables, not the process, research is seen as being within a value-free framework. In this research, researchers used quantitative research methods. Quantitative research is research that focuses on measuring and analyzing cause-and-effect relationships between various variables, not processes, research is seen as being in a value-free framework. According to Creswell (Embrey et al., 2018), in quantitative research, researchers rely on statistical analysis (mathematical analysis) of data, which is usually in the form of numbers. The characteristic of quantitative research is to collect

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numerical data from a large number of people using instruments with predetermined questions and responses.

In this research, researcher used a quasi-experimental approach. Quasi-experimental is quasi design fair better than pre-experimental studies in that the employ a means to compare a group. They fall short, however on one very important aspect of experiment (Smith et al., 2021). Quasi experimental design is a type of research design that have a control group and an experimental group. Sugiyono (Muijselaar et al., 2018) states that the quasi experimental design is the development of true experimental design, and this design have control group but the control group cannot fully function to control external variables that influence the implementation of the experiment. Quasi experimental is an approach where the control class cannot be controlled by the researcher, this is due to external factors that cannot be reached by the researcher. The aim of quasi experimental is to show the cause-and-effect relationship between the variables that receive treatment and the influence obtained from the variables.

Population is the totality of all that is possible, whether the results of counting or measuring qualitatively on certain characteristics regarding a complete set of objects. According to Sugiyono cited in Priadana, et al (Lassiter, 2022), Population is a generalized area consisting of objects/subjects that have quantity and characteristics certain things determined by the researcher to be studied and then conclusions drawn. Population is a complete area or set of objects that have quantities and characteristics that researcher use to research. The population of this research was taken from X grade students at SMK Swasta GKPI 2 Pematangsiantar for academic year 2023/2024. It consists of two classes, they were X-TB & OTKP and X-MM, so the total of population were 51 students.

Quantitative data can be measured, observed, and documented with using instruments (Dolgui et al., 2018). The data required for an experiment must be collected using instruments. The instruments of this research is test. Tests are explained to determining how well teaching is going and how well students are performing academically. Tests are very important in research, and in this study the researcher's attention in conducting this experiment on the use of Collaborative Strategic Reading (CSR) to help students especially a students in SMK Swasta GKPI 2 Pematangsiantar to understand a text. Students will test before get it a treatment (pre-test) until get it a treatment (post-test). Researcher do this to determine students' reading comprehension of a text after receiving treatment.

The data collection technique in this research was through pre-test and post-test give to the experimental class and control class (Namdar et al., 2018). Researcher given a pre-test to see students' abilities in reading comprehension before used a treatment and used a post-test after used a treatment, with the purpose to measure and know the effectiveness of Collaborative Strategic Reading (CSR) on achieving students' abilities in reading comprehension of a text. Students were ask to choose the correct answer by

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crossing out the correct answer. The experimental group and control group had the same tests in both of the pre-test and post-test. The test procedure is divided into

RESULT AND DISCUSSION

Data Analysis

Data were collected from tenth grade students at SMK Swasta GKPI 2 Pematangsiantar. There are 51 as the researcher sample. Namely students of class X-TB & OTKP as the experimental group and X-MM as the control group. Data obtained through multiple choice. The treatment of the research used the Collaborative Strategy Reading (CSR) in the experimental group and conventional teaching in control group. The researcher used the formula from the Chapter III to the scores the students.

The Students' Score of Pre-Test and Post-Test in Experimental group

In this research, researcher choosed X-TB & OTKP class as experimental groups. the researcher chooses X-TB & OTKP class because this class has a deficiency in reading comprehension. The experimental group had 26 students. In the experimental group, the researcher used Collaborative Strategy Reading as a treatment to the experimental group. The researcher gave a pre-test and post-test to the students, with the purpose to see that Collaborative Strategy Reading had an influence on students ability in reading comprehension. The results of the pre-test and post-test in the experimental group, it can be seen in the table such as:

Table 1. The Result Data of The Pre-Test and Post-Test in Experimental Group

| No. | Name | Pre-Test | Post-Test |
|-----|------|----------|-----------|
| 1 | AM | 55 | 75 |
| 2 | AS | 50 | 75 |
| 3 | AL | 35 | 75 |
| 4 | ES | 70 | 85 |
| 5 | FM | 45 | 70 |
| 6 | NP | 80 | 90 |
| 7 | SS | 70 | 85 |
| 8 | CW | 80 | 90 |

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| | | | |
|----|-------|------|-------|
| 9 | AK | 55 | 75 |
| 10 | AR | 55 | 75 |
| 11 | BP | 70 | 80 |
| 12 | CH | 60 | 80 |
| 13 | CM | 55 | 70 |
| 14 | DZ | 60 | 75 |
| 15 | DS | 55 | 80 |
| 16 | EG | 55 | 75 |
| 17 | HS | 55 | 75 |
| 18 | KG | 80 | 90 |
| 19 | NK | 55 | 80 |
| 20 | PH | 60 | 85 |
| 21 | SP | 55 | 75 |
| 22 | TA | 30 | 65 |
| 23 | TD | 55 | 75 |
| 24 | YM | 65 | 85 |
| 25 | YS | 45 | 65 |
| 26 | SP | 80 | 90 |
| | Total | 1530 | 2040 |
| | MEAN | 58,8 | 78,46 |

Mean of Pre-Test of Experimental Group:

$$\bar{X} = (\sum F_X) / N$$

$$\bar{X} = 1530 / 26$$

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$$\bar{X} = 58,8$$

Mean of Post-Test of Experimental Group:

$$\bar{X} = (\sum F \cdot X) / N$$

$$\bar{X} = 2040 / 26$$

$$\bar{X} = 78,46$$

Considering Table the pre-test and post-test scores show that in the pre-test, there are 7 students who achieved a KKM score of 70. The values in the table also showed that the total pre-test score in the experimental group was 1530 and the average score was 58,8. In the post-test results of 26, there were 24 students who achieved a KKM score of 70. The values in the table also showed that the total pre-test score in the experimental group was 2040 and the average score was 78,46.

Testing Hypothesis

The researcher was calculating the testing hypothesis, and the result of T-test as follow:

$$t_{\text{test}} = \frac{\bar{X}_a - \bar{X}_b}{SE(X_a - X_b)}$$

$$t_{\text{test}} = \frac{78,46 - 70}{3,84}$$

$$t_{\text{test}} = 2.203$$

$$df = (N_e + N_c)$$

$$df = (26 + 25) - 2$$

$$df = 49$$

Based on the formula for the hypothesis that was previously designed, the t-table at α 5% level of significance was 1,677, the null hypothesis was rejected if the t-test resulted in a value higher than the t-table referring to this, therefore the hypothesis was constructed as follow:

$$t\text{-test} > t\text{-table}$$

$$2,203 > 1,677$$

The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted as the t-test result (2.203) was higher than t-table result (1.677) at the level of 5% for a two-tailed test.

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Research Findings

Based on the data analysis, it is found that used Collaborative Strategic Reading (CSR) given an effect of the students ability in reading comprehension at grade tenth of SMK Swasta GKPI 2 Pematangsiantar. The researcher found some findings as follows:

1. The mean of pre-test in experimental group was 58,38, and the mean of post-test in experimental group is 78,46 and the mean of pre-test in control group was 60, and the mean of post-test in control group is 70.
2. The pre-test experimental group had a total score was 1530 and post-test experimental group had a total score was 2040 and the post-test control group had a total score was 1495 and post-test control group had a total score was 1750
3. The post-test experimental group had 7.31 standard deviation. and in the post-test control group has 6,69 standard deviation.
4. The standard error of experimental group and control group was 3.84
5. The t-table at a level significance of 5% for a two-tailed test was 1.677 and the degree of freedom (df) was 49

The testing hypothesis was accepted which t-test was higher than t-table (2.20 > 1.677) at the level of significance 5%. It shows that used Collaborative Strategic Reading (CSR) Strategy on grade tenth students was significantly improve at SMK Swasta GKPI 2 Pematangsiantar.

Discussions

Collaborative Reading Strategy is a reading technique that is done in groups with the aim of understanding and comprehending a text. According to Klinger and Vaughn, Collaborative Reading Strategy is how to increase conceptual learning and given an effect in reading comprehension in ways that maximize student involvement. They also said that Collaborative Strategy Reading is one of the solutions that teachers can use in teaching students, especially in reading comprehension, helping to improve vocabulary and practice cooperative work. Based on the explanation above, it can be concluded, that Collaborative Strategy Reading has a good influence on students' ability in reading comprehension (Hanifa, 2018).

Based on previous research conducted by previous experts, Collaborative strategy Reading (CSR) has a good effect in improving students' ability in reading comprehension. This can be seen from the results of previous studies, for example; According to Munthe W. S, et al (2023), Collaborative strategy Reading has a good effect on reading

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comprehension, this can be seen from the results of the t-test where the t-test results are higher than the t-table, where the t-test results are 2.066 with a t-table value of 1.67 with a significance level of 5%. According to Nababan, R. M., et al (2022), Collaborative Strategy Reading provides a good influence on reading comprehension skills. It can be seen from the results of the experimental class post-test results higher than the control class. The experimental class post result was 79.86 and the control class was 58 and other researchers. Based on the explanation above, it can be concluded that collaborative strategy reading has a good influence on students' reading comprehension. The same results were obtained by the researcher, in this research (Usman, 2021).

Based on the research conducted by the researcher, the researcher found that Collaborative Strategy Reading has a good influence on students' ability in reading comprehension. This can be seen from the experimental class post-test results which was higher than the pre-test class (Baye et al., 2019). The post-test result of the experimental class was 78.76 and the control group was 70. The results of testing hypothesis conducted by researcher also found that the t-test was higher than the t-table. The t-test result was 2.203 and the t-table was 1.677 with a significance level of 5% and degree of freedom (df) was 49. Based on the research results obtained by the researcher, the questions in this research can be answered and the alternative hypothesis can be accepted.

In addition, when the researcher conducted the research, the researcher found weaknesses and advantages of using Collaborative Strategic Reading. The weakness of researchers in using Collaborative Strategic Reading (CSR) is the potential for students who do not understand the topic or question at hand. Giving time limits to students is done to compensate for this weakness. The advantages of using research in Collaborative Strategic Reading (CSR), students are more active in learning. The learning situation built through teaching and learning activities, as well as effective communication and interaction, makes students motivated to follow the learning process from beginning to end (Aritonang et al., 2019)

Based on the explanation above, the researcher can conclude that, Collaborative Strategy Reading (CSR) has a good influence on students ability in reading comprehension. Collaborative Strategy Reading (CSR) can be used as one of the solutions to given an effect to students ability in reading comprehension and as a result of the questions in this research, where the title of this research is "The Effect of Collaborative Strategy Reading (CSR) on Students' Ability in Reading Comprehension at Tenth grade of SMK Swasta GKPI 2 Pematangsiantar".

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CONCLUSION

Based on the findings the researcher concluded that the implication of Collaborative Strategic Reading (CSR) as a learning strategy has a significantly given an effect on the students reading comprehension specially to know main idea, factual information, making references, making inferences, and understand vocabulary in the text at grade tenth students' ability in reading comprehension at SMK Swasta GKPI 2 Pematangsiantar. Collaborative Strategic Reading (CSR) also increases student involvement in class, allows for the exchange of ideas between the pair, and fosters an environment conducive to learning activities that stimulate students' attention. According to the data analysis, the mean score of post-test experimental class was 78,46 and the mean score of post-test control class was 70. The standard deviation of post-test in experimental class was 7,31 and the standard deviation of post-test in control class was 6,69. The standard error of the differences mean was 3.84. The value of T-test > T-table (2.203 > 1.677) at the 5% level of significance indicated that T-test was higher to T-table. It also shows that (Ho) was rejected and where (Ha) was accepted.

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