

THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMA NEGERI 2 BONDOWOSO

Rayindra Mayang Puspita¹, Zakiyah Tasnim², Sugeng Ariyanto³

Abstract : this Research was intended to know the significant effect of Collaborative Strategic Reading (CSR) on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso. The research design was quasi experimental research with Post-test Only Control Group Design. The population of this research was the eleventh grade students of SMA Negeri 2 Bondowoso. Classroom random sampling was applied to select the sample of the research. The data were collected by using a reading comprehension test. T-test was used to analyze the collected data. Based on the data analysis result, it was found that there was a significant effect of CSR on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso. In addition the DRE calculation showed that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy.

Key Words : Collaborative Strategic Reading (CSR), Reading Comprehension Achievement

INTRODUCTION

English is one of the important languages in the world. More than a half of people all over the world use English as a tool of their communication. Likewise in this country, English has touched almost every single aspect of life, such as economy, technology, education, and others. Therefore, English becomes one of the important lessons taught at kindergarten, elementary schools, junior high schools, senior high schools, and at universities.

English has four language skills. The four language skills: listening, speaking, reading, and writing are important to be mastered, but the most precious one to be mastered is reading skill. Carrell *et al* (1998:1) state that for many students, reading is the most important of the four skills in a second language, particularly in English as a second or foreign language. From reading students can get more knowledge and also can know lots of things happen in the world. That reason is able to be the basic of belief that reading is one of the English skills that should be mastered well by the students.

Reading is a critical skill that has to be trained regularly by the teacher. The more students practice to read, the better their ability on reading. For some students, reading practice is truly kind of boredom, moreover when the activities are monotonous.

¹ Mahasiswa Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

² Dosen Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

³ Dosen Program Studi Pendidikan Bahasa Inggris Jurusan P.Bahasa dan Seni FKIP UNEJ

To avoid it, a teacher should be able to create a class activity which is fun and qualifying. There are some teaching strategies that can be applied in teaching reading activity. One of them is CSR.

Klingner *et al* (2001) state that CSR is one of the several multicomponent reading comprehension instruction models that include strategies for summarizing information, asking and answering question, comprehending monitoring, and peer discussion. Related to the latest research, Klingner *et al* (2012:xiv) add that CSR includes strategies for monitoring comprehension, reviewing, and synthesizing information, asking and answering question, and taking steps to improve understanding.

This collaborative strategy has the following steps, they are: brainstorming and predicting (preview), monitoring understanding (clink and clunk), finding the main idea (get the gist), reviewing (wrap up). This strategy is better to be applied simultaneously with cooperative learning, which students are able to work in group. Klingner *et al* (2002) state that CSR also provides students with the opportunity to work in small cooperative groups (approximately four students per group) in which each student plays a critical role associated with the effective function of the group and the implementation of the strategies (e.g., leader, clunk expert, gist pro). This strategy is expected to be able to make fun and qualifying class.

Reading is one of the English skills that demand the reader's complete thinking. Grellet (1996:8) says that reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. It means that reading is a process of understanding better a written text that has been read.

Reading is always related to its comprehension. Reading comprehension is a process of constructing meaning by integrating the information provided by the author and the readers' background knowledge (Boss and Vaughn, 1991:144). Further, reading comprehension is such of thinking process that involves both of the reader and the written form to be able to gain some information contained. In line with Boss and Vaughn, Zimmerman (2011) says that reading comprehension is essentially the ability to understand what has been read. Students are said that they have good comprehending on reading when they are able to make a conclusion or able to show the information that they got after reading a written form.

Dealing with achievement, Hughes (1996:10) has explained in his book that achievement is related to test that is done to discover how successful students have been in achieving the objective of a certain course. Reading comprehension achievement in this research refers to the students' score of a reading comprehension test that is conducted to measure their achievement on comprehending words, sentences, paragraphs, and an analytical exposition text. The whole thing measured is based on the basic competence of reading of the eleventh grade of English curriculum.

A successful teaching learning process is an activity when both students and teacher are able to touch and achieve the goal of that learning. Here is that the students are able to comprehend the words, sentences, paragraph, and the whole text which is learned. This activity needs a strategy in gaining that goal.

One of the several strategies that can be applied is CSR. This strategy gives a kind of coherent ways for low achiever to understand the text as well as the high achiever does. CSR has four steps that make students easier on understanding every single part, even the whole text. According to Klingner *et al* (2004:292), CSR was designed to address three prevailing educational problems, they are: (a) how to adequately include students with disabilities and English language learners (ELL) in text-related learning; (b) how to teach text comprehension strategies that facilitate students' learning from expository text; and (c) how to provide opportunities for students with disabilities to interact effectively with peers.

CSR consists of four strategies that is done in sequence as the steps of CSR on its application, they are; preview, click and clunk, get the gist, and wrap up. Before reading, students *preview* their background knowledge or brainstorm what they will read. They connect their prior knowledge by seeing the text's title, pictures that available, or another clue from the text. While reading, students are monitoring their understanding of the text and find some *clunks* (those can be words, sentences, or something stated in the text). Then, students mention and write the *gist* or main idea they read. After reading, students *wrap up*, they write the most important information that they find in the text.

Reading is a skill that demands a complex ability of its learners. Learners should be able to guess what the theme of a certain text is, decide where the main idea of a certain paragraph is, understand what the writer means, and other problems of a text.

The teacher has to apply an effective strategy in order to overcome some problems in teaching learning reading comprehension. As Klingner and Vaughn (1996) say that CSR is effective in improving reading comprehension of most students with learning disabilities. Klingner *et al* (2012:xvi) claim that CSR is not curriculum in a box, but rather than a flexible set of strategies used by students working collaboratively, guided by their teacher. Therefore, CSR can be applied for students at the class which has a variation of abilities.

Related to the ideas about CSR above, there were some researches that had been conducted before. One of them was an experimental research that was conducted by Klingner, Vaughn, and Schumm (1998) with the research title “The effectiveness of CSR during social studies in heterogeneous fourth-grade classroom”. They implemented CSR to the fourth grade with a wide range of reading levels. Students in the CSR group significantly outperformed their comprehension in the control group. Furthermore, students in CSR group spent greater amounts of time engaged in academic-related strategic discussion and assisted one another while using CSR. Another experimental research was conducted by Annisa (2010) with the title “The Effectiveness of CSR on the Reading Comprehension Achievement of the Fourth Semester Students of PGSD IAILM Suryalaya- Jawa barat”. This study proved that *T-test* analysis in pretest reveal that *t*-value for df 54 is 3.180 is greater than *t*-table (2.0105). This indicated that the subjects of experimental and control groups had significantly different before the treatment given. Based on the statistical computation for posttest, it was showed that *t*-value for df 54 is 3.466 was greater than *t*-table (2.0105). This meant that Annisa (2010) had proven that CSR significantly affected the students’ reading comprehension achievement

On the other hand, classroom action research was conducted by Lailiyah (2011) with the research title “Improving the Eleventh Grade Students’ Reading Comprehension Achievement and Their Participation in Teaching Learning Process through CSR at Madrasah Aliyah Negeri Srono in the 2010/2011 Academic Year”. She did her research to students of class IPS 1. They were chosen as the subjects of the research because of three factors: the students were lack of vocabularies, they tended to break sentences into meaningless parts, and they also lacked of motivation and concentration in reading the text. The reading text used in that research was hortatory

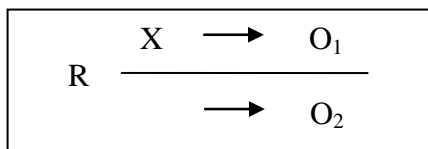
exposition text. She successfully proved that CSR improved the eleventh grade students reading comprehension achievement of MA Negeri Srono.

Based on the review of related literature above, the research hypothesis was formulated as follows: There was a significant effect of CSR on the eleventh grade students’ reading comprehension achievement at SMA Negeri 2 Bondowoso in the 2012/2013 academic year.

RESEARCH METHODS

The research design was quasi experimental research with Post-test Only Control Group Design. The design was chosen to know whether there is a significant effect of CSR or not on the reading comprehension achievement of the eleventh grade students of SMA Negeri 2 Bondowoso. This research explored the effect of using CSR on students’ reading comprehension achievement. This research was conducted with two groups or classes. The first group was the experimental group and the second group was the control group (Bieger and Gerlach, 1996: 54).

The research design was illustrated as follows:



Notes:

- R : Respondents
- X : Treatment to the experimental research
- O₁ : Post-test of the experimental group
- O₂ : Post-test of the control group

(Bieger and Gerlach, 1996:54)

The procedures of the design are as follows:

1. Administering homogeneity test in the form of reading comprehension test to the eleventh grade students of SMA Negeri 2 Bondowoso, in order to know the homogeneity of the population.
2. Analyzing the result of the homogeneity test using ANOVA (Analysis of Variance) formula.

3. Determining two classes as the experimental group and the control group based on the result of homogeneity test. Since the result showed that the population was heterogeneous (it was known from the result of the statistical value in ANOVA analysis which was greater than the value of F table ($3.1582 > 2.1405$)). So that the two classes having the closest mean difference were determined as experimental and control group.
4. Constructing lesson plans to the experimental group and control group.
5. Administering a tryout of the test material to one of the other classes which was not included as experimental and control group. It was done to establish the reliability of the test, the difficulty level of the test items, the instruction, and the time allocation. The test was teacher-made test.
6. Giving treatment that was teaching reading by using CSR to the experimental group, while control group received no treatment. It was taught by using question-answer strategy.
7. Administering a reading comprehension posttest to both the experimental group and the control group with the same test material.
8. Analyzing the mean scores of the two groups by using independent sample t-test.
9. Drawing conclusion based on the data analysis results to answer the research problem.

In this research, the method used to determine the area was purposive method. According to Arikunto (2002:107) purposive method is a method in choosing a research area based on a certain purpose. SMA Negeri 2 Bondowoso was chosen purposively as the research area because the English teacher never taught reading by applying CSR for the eleventh grade students before. Besides, the teacher was cooperative enough and also interested in CSR and its application on teaching learning process. Those cases made possibility to get permission to conduct the research in SMA Negeri 2 Bondowoso. The Respondents were taken from Homogeneity test. The eleventh year students consisted of six classes. The research sample consisting of two classes were taken since the research population was more than 100 students. The two classes having the closest mean difference were selected as the samples by using cluster random sampling since the population was heterogeneous.

The data collection method were test, interview, and documentation. The data of this research was clasified into primary data and secondary data. The primary data consisted of the students' scores collected by a reading comprehension achievement test. Then, the secondary data were collected by interview and documentation. The sources of documentation were taken from the school documents, and the informant of the interview was the English teacher of the eleventh grade students at SMA Negeri 2 Bondowoso in the 2012/2013 academic year.

The test was to measure student's reading comprehension achievement. The try out was conducted before administering the vocabulary posttest. The try out was given to another class that was not chosen as the experimental and control groups. The try out was administered to test the reliability coefficient, difficulty index of the test items, and the time allocation. According to Arikunto (2002:144), a good test must be valid and reliable. Beside that, Hughes (1996:22) says that the greater a test content validity, the more likely it is to be an accurate measurement of what it is supposed to measure. The researcher gave the try out to a non- participant class in the research; it means that the researcher took the class which had the closest mean difference with the experimental and the control groups.

The post test was conducted to both the experimental and the control groups after the treatment to know whether or not the mastery of the materials taught had given the effect to the students' reading achievement. The total number of the test items was 20 items in the form of multiple choice test. The post test was administered in 45 minutes. Related to the scoring points, each correct answer had different point depended on its difficulty level. The scoring points were as follows: 3 points for each correct answer on the word comprehension, 4 points for each correct answer on the sentence comprehension, 5 points for each correct answer on the paragraph comprehension, and 6 points for each correct answer on the text comprehension. It means that if the students answer correctly for the whole post-test items, they got 80 points for their maximum score. This maximum point was converted into 100 to get the students' final score.

Therefore, the researcher used this formula to calculate the students' score:

$$\Sigma = \frac{n}{N} \times 100$$

Notes:

Σ = The final score

n = The obtained score

N = The maximum score of the test

Moreover, the primary data in this research were analyzed statistically by using t-test formula. Here is the t-test formula:

$$t_{\text{test}} = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Notes:

M_a = mean score of experimental group

M_b = mean score of control group

X_a = individual score deviation of experimental group

X_b = individual score deviation of control group

n_a = the number of the respondents in experimental group

n_b = the number of the respondents in control group

(Adapted from Hadi, 2000:443)

Then the data were analyzed using the Degree of Relative Effectiveness (DRE) to know how much the effect of CSR strategy when it was applied in the teaching reading comprehension. The formula is as follow:

$$\text{DRE} = \frac{M_a - M_b}{M_b} \times 100\%$$

Notes:

DRE = Degree of Relative Effectiveness

M_a = Mean of experimental group

M_b = Mean of control group

(Adapted from Masyhud, 2008:61)

The interview was conducted with the English teacher of the eleventh grade students by using the interview guide and a list of questions prepared. The interview was conducted before the research.

The data obtained from reading comprehension achievement post-test were analyzed to find the mean difference of the two groups (experimental group and control group). This research used t-test to analyze the primary data.

RESEARCH FINDINGS AND DISCUSSION

The post test was conducted on 3rd December 2012. The post test was given to both groups after each group received teaching learning process twice. The post test scores were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not.

The data analysis of the post test indicated that the value of t- test was 3.425 while the value of t- table with the significant level of 5% and the degree of freedom 59 was 1.671. It indicated that the value of t-test was higher than that of t-table (3.425 >1.671). Consequently, the formulated null hypothesis (H_0): “There is no a significant effect of CSR on the eleventh grade students’ reading comprehension achievement at SMA Negeri 2 Bondowosoin the 2012/2013 academic year” was rejected. On the other hand, the alternate hypothesis: “There is a significant effect of CSR on the eleventh grade students’ reading comprehension achievement at SMA Negeri 2 Bondowoso in the 2012/2013 academic year” was accepted.

After knowing the result, it was continued to be analyzed to know the degree of relative effectiveness (DRE) of CSR on the students’ reading comprehension achievement. DRE was applied in order to know how far CSR gave significant effect to the students’ reading comprehension achievement. The result of DRE was 11.940%. It means that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy.

Based on the results above, it can be stated that CSR significantly affected the eleventh grade students’ reading comprehension achievement at SMA Negeri 2 Bondowoso.

The result of data analysis showed that CSR significantly affected reading comprehension achievement of the eleventh grade students of SMA Negeri 2 Bondowoso. It was known from the comparison of statistical value of the t-test and the value of t-table with significant level 5%. The statistical value of the t-test was higher than the value of t-table (3.425 >1.671). Further, based on the DRE calculation, teaching reading by using CSR was 11.940% more effective compared to teaching reading by using Question-Answer strategy. This finding is relevant to the theory that CSR is effective in improving reading comprehension of most students with various abilities (Klingner and Vaughn, 1996). It could help students in low achiever and high

achiever to get the same opportunities in understanding the text well. As the result, they could answer the questions based on the text better than those in the control group.

In addition, the research finding was in line with some researches that had been conducted before. Those were experimental research which was conducted by Klingner, Vaughn, and Schumm (1998) and the other experimental research which was conducted by Annisa (2010). They proved that CSR significantly affected the reading comprehension achievement of their research subjects. Meanwhile, this research finding was also in line with the classroom action research that was conducted by Lailiyah (2006) at Madrasah Aliyah Negeri Srono. She had proven that CSR could improve the students' reading comprehension achievement. The improvement could be seen from the results of the reading test in the second cycle that was better than the first cycle. These researches indicated that CSR could be one of alternative strategies to be applied in the teaching learning process.

In conclusion, CSR was an appropriate strategy that had a significant effect on students' reading comprehension achievement. Therefore, the result of this research showed that the CSR gave a significant effect on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso in the 2012/2013 academic year.

CONCLUSION AND SUGGESTIONS

Based on the data analysis, hypothesis verification and discussion in the previous chapter, it can be concluded that there was a significant effect of CSR on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso in the 2012/2013 academic year. In addition, the degree of relative effectiveness of reading comprehension achievement was 11.940%. This means that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy.

Since the application of CSR on reading comprehension gave a significant effect on reading comprehension achievement, it is suggested to be used as an alternative strategy of teaching reading comprehension. Besides, it is also suggested to be used as a reference and information for future researchers to conduct further research dealing with the use of CSR in different research design.

REFERENCES

- Annisa, F. 2010. *The Effectiveness of Collaborative Strategic Reading (CSR) on the Reading Comprehension Achievement of the Fourth Semester Students of PGSD IAILM Suryalaya- Jawa barat. (Thesis)*. Available at: <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/8238> [retrieved on January 31st 2013]
- Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Bieger, R.G., and Gerlach, J.G. 1996. *Educational Research and Practical Approach*. New York: Del Mal Publisher.
- Boss, C. S. & Vaughn, S. 1991. *Strategies for Teaching Students with Learning and Behavior Problems*. Massachusetts: Allyn and Bacon.
- Bremmer, C. D., Vaughn, S., Clapper, A. T., and Kim, A. H. 2002. *Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills*. Available at: http://www.ncset.org/Publications/Researchtopractice/Ncsetresearchbrief_1.2.Pdf [retrieved on June 2nd 2012]
- Carrell, P. L., Devine, J., Eskey, D. E. 1995. *Interactive Approaches to Second Language Reading*. Melbourne: Cambridge University Press.
- Grellet, F. 1996. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
- Hadi, S. 2002. *Metodologi Research Jilid 4*. Yogyakarta: Andi Offset.
- Hughes, A. 2003. *Testing for Language Teachers*. London: Cambridge University Press.
- Klingner, J. K., Arguelles, M. E., Hughes, M. T., and Vaughn, S. 2001. *Learning Disability Quarterly*. Available at: <http://books.google.co.id/books?id=d7hjfr4jUEC&pg=PA207&dq=examining+the+schoolwide+spread+of+research+based+practices&reading&hl=id&sa=Qw&77L> [retrieved on November 4th 2012]
- Klingner, J. K., and Vaughn, S. 1996. *The Elementary School Journal*. Available at: http://www.ncset.org/Reciprocal/Teachingof/Readingcomprehension/Strategiesforstudentswith/Learningdisabilities/Ncsetresearchbrief_1.2.Pdf [retrieved on November 2nd 2012]
- Klingner, J. K., and Vaughn, S. 1998. *Using Collaborative Strategic Reading*. Available at: http://www.utexas.edu/cola/centers/tlc/_files/conferences/newmedianewmaterials/using_collaborative.pdf [retrieved on June 2nd 2012]
- Klingner, J. K., Vaughn, S., and Schumm, J. S. 1998. *Collaborative Strategic Reading During Social Studies in Heterogeneous Fourth-Grade Classroom*. Available at: <http://buddies.org/articles/Collabor.pdf> [retrieved on June 2nd 2012]
- Klingner, J. K., Vaughn, S., Boardman, A. G., and Swanson, E. 2012. *Now We Got It! Boosting Comprehension with Collaborative Strategic Reading*. Available at: <http://books.google.co.id/books?id=vzpPDxrb1W0C&pg=PR13&dq=collaborative+strategic+reading&hl=id&sa=X&ei=oFfeT9GmM4e0rAeqxdXEDQ&ved=0CE0Q6AEwBA#v=onepage&q&f=true> [retrieved on June 20th 2012]
- Klingner, J. K., Vaughn, S., Arguelles, M. E., Hughes, M. T., and Leftwich, S. A. 2004. *Collaborative Strategic Reading: "Real-World" Lessons From Classroom Teachers*. Available at: <http://www.colorado.edu/education/faculty/>

- janetteklingner/Docs/Klingner et al Collaborative Strategic Reading.pdf[retrieved on June 2nd 2012]
- Lailiyah, Z. 2011. *Improving the Eleventh Grade Students' Reading Comprehension Achievement and Their Participation in Teaching Learning Process Through Collaborative Strategic Reading (CSR) at Madrasah Aliyah Negeri Srono in the 2010/2011*. Unpublished S1 Thesis. Jember: Jember University.
- Vaughn, S., Klingner, J. K., and Diane, B. 2001. *Collaborative Strategic Reading as a Means to Enhance Peer-Mediate Instruction for Reading Comprehension and Content-Area Learning*. Available at: <http://www.highbeam.com/doc/1G1-73860419.html>[retrieved on June 10th 2012]
- Zimmerman, J. 2011. *Definition of Reading Comprehension*. Available at: <http://www.ck12.org/definition/reading-comprehension> [retrieved on June 20th 2012]