



The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text at MTS Sultan Hasanuddin Rangkas Bitung

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Abstract

This study focuses on the effect of teaching reading using collaborative strategic reading. This study uses the Students Team Achievement Division (Group) learning collaborative strategic. The purpose of this study is to find out whether there is a development of students' reading ability after teachers teach using collaborative strategic. This study uses pre-experimental research. The population used for this study were students of MTS Sultan Hasanuddin located on Jl. Raya Muncang Kp, Pal 4 Jalupang Mulya. Raya Rt 02/ Rw 04, Jalupang Mulya, Lewidamar District, Lebak City, Banten 42362. The sample in this study were 11 grade 8 students of MTS Sultan Hasanuddin who were heterogeneous because they had different levels of education. Instruments in collecting data using a reading test. The author carried out pre-test and post-test and data analysis using the t-test collaborative strategic reading has improved students' reading abilities in heterogeneous students, especially when the 8th grade students are taught using the strategic collaborative reading.

Keywords: Collaborative learning approach, Reading skill, Junior High School students.

INTRODUCTION

Reading in English language learning is the main part of second language acquisition that has essential to improve second language knowledge. Reading facilitates us to express our expression and emotion and helps us to send some messages to our foreign friends. Besides, it is used for children until adults. In addition, Reading becomes everyone's necessity for communicating with each other. Therefore, we should learn this main second language at an early age. Reading skills are stated as indirect communication tools. In part of the EFL learning process. We can obtain language skills quickly by doing reading . We can learn not only how to expres our ideas after doing reading but also how to make others are interested in writing and reading relating to the ideas.

Reading is one of the most important skills apart from the three other skills in language skills. Reading is a good way to develop and understand English lessons because it is a part of everyday life that is often done every day starting from reading texts. Reading narrative texts by some students is considered less interesting and boring because they find it difficult to understand the text from the contents of the reading and conclude the text. The students also face difficulties from the text with foreign words they learn in the reading text as a result students get low scores in reading. The students need to practice reading narative texts a lot.

Therefore, the students need to practice reading narative texts a lot reading Narrative texts. plays an important role for us to understand the contents of the reading in the text. The narrative is a story made in a constructive format (as a written work, speech, poem, picture, song, film, video game theatreer or dance) which describes the sequence of events of fiction or non-fiction which aims for students to imagine how a plot in a narrative text story can make it easier for readers to read a narrative text in the presence of a narrative text store. In mastering reading skills students must master several types of reading that will be studied such as narrative text, procedure, recount, expository, descriptive and others. This research focuses on reading narrative text. Currently, many teaching methods and techniques are offered to facilitate teachers in developing their students' reading abilities. One technique that is known to improve students' reading skills is Collaborative Strategic Reading (CSR).

According to Klinger and S. Vaughn, in their study with title " Using Collaborative Strategic Reading The council for Exceptional Children 1998 " CSR is a collaborative technique that teaches students to use understanding strategies while working cooperatively student strategies include viewing the text .

However it is always good for every student to learn in groups becace of their problem in learning . The students at Mts Sultan Hasanuddin have problems in learning . The First problem there are still many students who are low in reading ability, there are some who have difficulty in dealing with narrative texts experienced by some students in reading narrative texts . The Second Problem studnets lack understand what they read, could not understand the contents of the reading text that was meant in the story, the teacher only used one medium. only picture books. The last problem is the lack of strategic teachers in teaching and explaining the contents of reading in narrative texts to students only by giving picture books so that students do not understand what is meant by narrative texts .

To answer this promble the writer focus the strategic in teaching reading is collaborative strategic in teaching reading that is collaborative strategic reading (CSR) . In the level of teaching and learning to read, there are many strategies to teach heterogeneous students by using collaborative startegic, one of which is Collaborative Strategic Reading (CSR) using narative text at MTS Sultan Hasanuddin Rangkas Bitung . It is hoped that the students can comprehend and improve their reading skills.

As a teacher for students, the teacher has an important role in conveying a good teaching and understanding method so that the students are able to understand and improving students' reading. The teacher may also try several types of methods that can help students to increase enjoyment in reading and to develop students' reading comprehension . Bearing in mind the important of the teacher role in class , the study is interested to conduct of a study with the title " The Effect Of Collaborative Strategic Reading (CSR) Of Students' Reading Comprehension Of Narrative Text At MTS Sultan Hasanuddin Rangkas Bitung " . Therefore, in this study, the writer uses the Collaborative strategic in teaching reading using the group strategic by applying a collaborative strategic the writer hope could improve reading ability among the students in the class because the students put together in a small group with a different level of reading ability so the students who have the low ability in reading could be motivated by the other who talkative. Then, the students who talkative could respect and motivate to help each other. In another way, collaborative strategic reading could motivate the Junior High School students not only to work together in a small group, but it also could stimulate their empathy, respect, confidence and build their reading ability in the learning process in the class

METHOD

In this study applied a quantitative for answer research and explain learning to process and analyze data related to teaching reading using collaborative reading strategies in learning by using the pre-test method to test the level of students' knowledge of the material, to be able to know the abilities of students to recognize the lessons being taught. convey with initial capabilities, quantitative research is called traditional research, positivist, experimental by using the pre-test and post-test .

According to Aliaga, and Gunderson (2002) in Oberiri (2017) a journal article, describe quantitative research strategies to explain a problem or phenomenon through collecting data in numerical form and analyzing with the help of mathematical strategies, especially statistics . Similarly . Stated that "quantitative research involves collecting , data so that information can be measured and subjected to statistical treatment to support or disprove alternative knowledge claims". Quantitative strategies deal with measuring and analyzing variables to obtain results.

In this study the writer uses a pre-experimental pretest or posttest design the students pretest before starting the implementation and after receiving treatment the students would have a post test collaborative strategic reading.

Population The population of this study eleven students at MTS Sultan Hasanuddin which is located on Jalan Raya Muncang pal 4 Rt 002/ Rw 004 , Jalupang Mulya , Lewidamar Lebak Banten.

The writer conducted the study on second grade 11 students at Mts Sultan Hasanuddin that involves teaching reading using a the experiment took in four meetings and every Collaborative Strategic Reading (CSR) meeting is 2 x 40 minutes.

To answer the question the writer using collaborative strategic reading (CSR) considering the type of research is pre-experimental research. Collaborative Strategic Reading (CSR) .

The writer provides reading test for the students before applying collaborative strategic reading . The writer teach students using collaborative strategic reading narrative text reading books and writing the collaborative strategic. The last is the writer using give post - test to the students after conducting teaching using collaborative strategic reading (CSR) .

To find out if there is an improvement in the applied Collaborative Strategic Reading learning skills, the study compare which strategy is right for students, Team assisted individualization (Group) through pretest and posttest.

The study uses the t-test statistical calculation to determine the final calculation in this paper in the research results. The formula used by the author is taken from Anas Sudjiono (2003. Introduction to education statistics) .

$$t_o = \frac{MD}{SEMD}$$

MD = mean of differences; the average score from the differences gains scores between Y1-Y2 variable, which were calculated using the formula below:

$$MD = \frac{\sum D}{N}$$

$\sum D$ = the total score between Y1-Y2 variable, D was gained by using the formula:

$$D = Y1 - Y2$$

N = total of students

SE_{MD} = the standard error from mean of differences which was gained using the Formula:

$$SE_{MD} = SD_D \sqrt{N-1}$$

SD_D = the standard deviation from the difference between a score of variable Y1 and variable Y2 which was is gained by using the formula below:

$$SD_D = \sqrt{\sum D^2 - \frac{[\sum D]^2}{N}}$$

FINDING AND DISCUSSION

Teaching Reading Using Collaborative Learning

This chapter provides data which describe fact-finding that has writer obtained after conducting the research on MTS Sultan Hasanuddin , there are two kinds of data, the scores of pretest and the scores of the posttest.

Table 4.1 the result of the students' pretest

No.	Student(N)	Score Pretest (X)
1	1	50
2	2	80
3	3	35
4	4	88
5	5	45
6	6	84
7	7	76
8	8	78
9	9	79
10	10	85
11	11	85
		$\sum X = 785$

The pretest scores

Minimum Mastery Criteria (MMC) of Junior High School is 75. The table above shows that there were 8 students who reached and passed the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal). Meanwhile, 3 students did not reach it. The students who reached MMS were students number 2,4,6,7,8,9,10,11 The student number 4 reached a higher score, it is 88. Then the students who did not reach MMS are students number 1, 3 and 5. The lower score is reached by student number 3, it is 35. Based on the table of the result on the pretest, the writer calculated the result of variable X (\sum) is 785, and sought the mean score of variable X, the higher score and lower score of the students' pretest with formula.

$$\frac{\sum X}{N} = \frac{785}{11} = 71$$

$$N = 11$$

The higher score: 88 (Sample no 4)

The lower score: 35 (Sample no 3)

The pretest result sought by the formula below:

$$P = \frac{F}{N} \times 100\%$$

N

P= Percentage

F= Frequency

N= Number of sample

To determine Frequency and the percentage of the pretest result, the writer should seek mean of the class, and here are the formulas.

Ratio (R) is the higher score (H) minus the lowest score (L)

$$\begin{aligned} R &= H - L + 1 \\ &= 88 - 35 + 1 \\ &= 54 \end{aligned}$$

Number of class (C)

$$\begin{aligned} C &= 1 + (3.3) \log N \\ &= 1 + (3.3) \log 11 \\ &= 1 + (3.3) (1.041392) \\ &= 4.43659 \\ &= 4 \text{ classes} \end{aligned}$$

$$\text{Interval (I)} = \frac{R}{C} = \frac{54}{4} = 13.5 = 14$$

Table 4.2 frequency and the percentage of the pretest result

Interval	Frequency	Percentage	Midpoint (xi)	F.xi
80-94	5	46	87	435
65-79	3	27	72	216
50-64	1	9	57	57
35-49	2	18	42	84
Total	11	100%		$\sum \frac{F.Xi}{N}$ = 792

$$\text{Mean: } \frac{\sum F.Xi}{N} = \frac{792}{11} = 72$$

$$N = 11$$

a. The Posttest (Y)

Table 4.3 the result of the students' posttest

Table 4.3 the result of the students' posttest

No.	Student(N)	Score Posttest (Y)
1	1	57
2	2	90
3	3	70
4	4	95
5	5	60

6	6	90
7	7	80
8	8	82
9	9	87
10	10	91
11	11	95
		$\Sigma = 897$

The data on table 4.3 shows the students who passed the MMC score for Reading were students number 2,4,6,7,8,9,10 and 11 . Students numbers 1, 3 and 5 also reached an improvement, but their score was still under the MMC score. The result of variable Y (Σ) is 897 while the mean score of variable Y, the higher score and lower score of the students' posttest were calculated below.

$$MY = \frac{(\Sigma)}{N} = \frac{897}{11} = 81,54 = 82$$

The higher score:95

The lower score: 57

From the data above, there is an improvement in the students' score using collaborative learning.

Posttest result

$$P = F \times 100\%$$

N

P= Percentage

F= Frequency

N= Number of sample

Ratio (R) is the higher score (H) minus the lowest score (L). The ratio is the high score of the student minus the lower score plus 1

$$R = H - L + 1$$

$$= 95 - 57 + 1$$

$$= 39$$

The number of class (C) used to seek the interval.

$$C = 1 + (3.3) \log N$$

$$= 1 + (3.3) \log 11$$

$$= 1 + (3.3) (1.041392)$$

$$= 4.43659$$

$$= 4 \text{ classes}$$

After ratio and number of class were found, thus the interval was as follow:

$$\text{Interval (I)} = \frac{R}{C} = \frac{39}{4} = 9,75 = 10$$

Table 4.4 frequency and the percentage of the posttest result

Interval	Frequency	Percentage	Midpoint (xi)	F.xi
90-100	5	46	95	475
79-89	3	27	84	252
68-78	1	9	73	73
57-67	2	18	62	124
Total	11	100%		Σ F.xi

				=
				924

Mean: $\frac{\sum F.x_i}{N} = \frac{924}{11} = 84$

- b. The comparison between pretest and posttest score:
 After finding the students pretest and posttest, the writer found that there was an improvement to the sample 7, 9 and 11. The writer also compared the result by using the t-test formula:

$$t_o = \frac{MD}{SE_{MD}}$$

In the following table, the writer presented the calculation result to shown to know the differences of collaborative learning towards students' skills in Reading

Table 4.5 the result of the students' English pretest and posttest

No	Student (N)	The score of pretest (X)	The score of posttest (Y)	D= (X-Y)	D ² = (X-Y) ²
1	Sample 1	850	57	-7	49
2	Sample 2	880	90	-10	100
3	Sample 3	35	70	-35	1225
4	Sample 4	88	95	-7	49
5	Sample 5	45	60	-15	225
6	Sample 6	84	90	-6	36
7	Sample 7	76	80	-4	16
8	Sample 8	78	82	-4	16
9	Sample 9	79	87	-8	64
10	Sample 10	85	91	-6	36
11	Sample 11	85	95	-10	100
	N=11	∑ X = 785	∑ Y = 857	∑ D = 112	∑ D² = 1916

Based on the data presented in the table above, it can be seen that the lowest D (Gained Score) is -15 and the highest gained score is -35.

Note:

N = Number of students

X = Score of pretest

Y = Score of posttest

∑ X = The total score of X

∑ Y = The total score of Y

∑ D = The total of the difference

∑ D² = The total quadrate of difference

Based on the data in table 4.3, the writer calculated the result of ∑ D = -112 and ∑ D² = 1916. Then the writer tried to find out the standard deviation with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$= \sqrt{\frac{1916}{11} - \left[\frac{-112}{11}\right]^2}$$

$$= \sqrt{174,18 - [10,18]^2}$$

$$= \sqrt{174,18 - 102,41}$$

$$= \sqrt{71,77}$$

SD_D = 8,47

To find out the mean of differences (MD) between variable X and Y, the writer

used formula:

$$\begin{aligned} MD &= \frac{\sum D}{N} \\ &= \frac{-112}{11} \end{aligned}$$

$$MD = -10,18$$

After finding the result of SDD, the writer can seek SEMD (The standard error from mean of differences which is gained with the formula:

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\ &= \frac{8,47}{\sqrt{11-1}} \\ &= 8,47 \sqrt{10} \\ &= 8,47 \cdot 3,16 \end{aligned}$$

$$SE_{MD} = 2,68$$

The last calculation is determining the result of t_o (t observation) that is done to measure the last score of these searches with the formula:

$$\begin{aligned} t_o &= \frac{MD}{SE_{MD}} \\ &= \frac{-10,18}{2,68} \end{aligned}$$

$$t_o = -3,7$$

The last result -3,79 indicates that there is a difference of degree as much as -3,79. Regardless of the minus, it does not indicate the negative score. To complete the result of the research, the writer tries to find out the degree of freedom (df), the formula as follow:

$$df = N-1$$

$$df = 10-1$$

$$df = 9$$

If $t_o > t_t$, there is the effectiveness of teaching using collaborative learning. If $t_o < t_t$, it means there is no effectiveness of teaching using collaborative. Based on the result of t_o is -3,79, degrees of freedom are 9, obtained from $(N-1) = (10-1)$. It means the result of analyzing the data by using the formula above shows the coefficient is 3,79. The data showed there is an increase in student's Reading scores by using collaborative learning. It means the students' speaking ability of ninth grade of MTS Sultan hasanuddin proven improve.

From the data collect, the writer concludes by teaching Reading using collaborative learning could improve the students' Reading ability. Teaching Reading using collaborative learning approach by using group and think-pair share strategies could motivate the students of ninth grade active in Reading. This fact also same as finding by Rizky Ramadhani (2017). She conclude that there was an improvement in the students' achievement using the collaborative learning.

CONCLUSION

The students improvement of this study the effect of learning using collaborative strategic reading (CSR) is able to reduce imbalances. In the skill of reading on narrative text, it is proven that before using the Collaborative strategic reading approach and when the teacher after using the effects of the collaborative strategic reading method students can understand narrative text well and are able to read correctly, students are able to communicate with each other and build motivation with others. Others because they have a responsibility for all group members to understand the material well.

Furthermore, at that time the learning process began with students with the Teams Achievement Division (Group) Strategy, it was found that there were students number 7 who were less enthusiastic. This student relies heavily on his friends in the group so he will not read for information, while the other students are enthusiastic, But in the second strategy is think, pair, share, student number 7 looks enthusiastic because he gathers with friends who have the same level of reading skills, the only way to get the score that student number 7 has to fight alone In this situation, the authors conclude that the think, pair-share strategy is more effective for heterogeneous students in the eighth grade.

From the results of the study, there was an increase in the reading scores achieved by students. This is indicated by the results of the final test. The result of $t > t_{tt}$, means that there is effectiveness of teaching using (pretest and post-test) From these results, the study in collaborative strategic also conclude, when students are given the opportunity to work together, students will be well motivated. When students put together in small groups with different levels of reading comprehension skills, students who have low reading skills can be motivated by others who talk a lot.

Collaborative learning can motivate MTS students not only to work together in small groups, but also can stimulate their empathy, respect, self-confidence and build their reading ability in the learning process in the classroom, to about learning using collaborative strategic, and the students' responses were very positive in providing input so that this strategic collaborative learning would be better at MTS Sultan Hasanuddin students can improve their speaking skills, although not significantly.

Suggestions and input that can be conveyed from the conclusions above that have been given to readers, this proposal is conveyed to school principals, teachers and subsequent writers. the principal as a guide to teachers in schools to improve the teaching abilities of teachers in teaching and learning in the classroom, teachers to have the ability to teach with the correct method of implementing CSR collaborative strategic reading in a variety of ways so as to make students understand better in lessons according to their needs that must be mastered by students in improving reading and understanding of narrative texts according to what must be learned.

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