

THE INFLUENCE OF COLLABORATIVE STRATEGY READING TOWARDS STUDENTS' READING COMPREHENSION

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Abstract: The objectives of the research were to find whether or not there was an influence of using collaborative strategy towards reading comprehension in narrative text and whether or not the average score of student's reading comprehension which is taught using collaborative strategy than which is through direct instruction. In this research the writer used experimental method. The population was 185 students in 6 classes. The sample was taken by using Cluster Random Sampling Technique. There were two classes for the sample. First class was experimental class and the second class was the control class. It consisted of 63 students. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items test. Each item has four options a,b,c, and d. The score each item was 2.5. In calculating the data analysis, the writer used t-test formula. Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that $t_{test} = 7.97$, t_{table} for $\alpha = 0.05$ was 1.68 and for $\alpha = 0.01$ was 2.42 ($7.97 > 1.68$ and 2.42). So, H_a was accepted. The average score of experimental class was higher than control class, it was obtained the average score of experimental class was 69.63 and the average score of control class was 62.16. It meant that there was an influence of using Collaborative Strategy towards students' reading comprehension at tenth grade of Tenth class at SMK Negeri 1 Candipuro in 2022/2023 and the average score of students' reading comprehension which was taught through Collaborative Strategy higher than which was taught by using Direct Instruction.

Keywords: *Collaborative Strategy, Reading Comprehension.*

INTRODUCTION

Reading is one of the skills that must be mastered by students. This is a skill that needs more attention from students, because in reading students must interact well with the text to get meaning. Reading skills are very important in the field of education. Therefore, students need to be trained to have good reading skills.

Furthermore, by reading students can increase their knowledge and know many things. Reading is an

important activity in life because by reading students can understand every content of the text that they will read. not only that but also reading skill is an important tool for academic success. In reading students need an understanding of the text. Reading comprehension is defined as the level of written language comprehension. It is a simultaneous process of constructing meaning through interaction and engagement with written language.

Reading comprehension is said to be the result of an interactive process between the reader and the text. Students must have a good understanding. In general, the purpose of teaching reading is to develop students' abilities in reading material, obtaining information and understanding texts. Reading is a learning process that is learned in every school. Reading has a role as the key to acquiring knowledge. The learning process as a means of acquiring knowledge mostly involves the reading process. Through the process of reading one can dig up information. Therefore, reading is an activity that must be done by everyone, especially students. By reading, it is expected that students can understand the text that is being studied. But in reality, students have difficulty when learning and mastering reading. Many students are lazy to read. It means they are not eager to learn more. Seeing the problem, the teacher can use many techniques or strategies to make students interested.

The technique used to achieve a learning goal. The technique used by the teacher for learning patterns makes students flexible in thinking. Therefore, teachers need a technique to teach reading well. Teachers must also be able to create a conducive and fun learning atmosphere, not monotonous. To overcome with this problem, the authors propose the use of Collaborative Strategic Reading (CSR) especially to improve students' comprehension skills in reading texts. Collaborative strategic reading (CSR) is a technique to teach students reading comprehension and vocabulary building and also to work cooperatively.

CSR can be implemented in two stages, the first is strategic learning, and the second is cooperative learning in groups or students in pairs.

it can help students to be more efficient than individuals. CSR is done to find words that are considered difficult rather than jointly solving them. but on the other hand teachers rarely use strategies to teach. As a result, students' ability to understand the text is not optimal. Therefore, CSR is expected as an alternative strategy that can be used by teachers in teaching reading and theoretically has an effect on improving reading skills.

Techniques used to achieve learning objectives; techniques used by teachers for learning patterns that make flexible thinking. Therefore, teachers need good reading learning techniques. Teachers must also be creative in order to create a conducive, fun and not monotonous learning atmosphere. To solve the problem, the writer proposes to use Collaborative reading strategy, especially for students' reading comprehension.

Based on research at SMK Negeri 01 Candipuro South Lampung about students' reading comprehension skills that need to be improved. Students often have difficulty understanding a text. Their difficulty is caused by several problems, namely: 1) students find it difficult to find the main idea of the text, 2) students find it difficult to find specific information from the text, 3) students find it difficult to conclude and understand the meaning of words and, 3) students find it difficult to determine a reference. There are several factors. There are several factors that cause this problem, one of which is the technique used by the teacher to teach reading. Therefore, the author wants to solve the problem above by using a collaborative reading comprehension strategy technique.

Based on the background of the problem above, the writer is interested in implementing a collaborative reading strategy as a

strategy in teaching reading. Therefore, the author intends to conduct research entitled "The influence of collaborative strategic towards students' reading comprehension of the tenth grade at SMK Negeri 1 Candipuro in the academic year of 2022/2023"

METHODS

In conducting research, the writer used quasi-experimental design. Quasi-experimental research is a type of experimental research but without random assignment of individuals (Mackey, 2005:363). It means, in quasi experimental research, the writer would random the group or class not the subjects. In this research, the writer took two classes randomly as the sample of the research, one class as the experimental class and another class as the control class. The classes were taken from the tenth grade of SMK N 1 Candipuro. The experimental class was taught by using Collaborative Reading strategy and the control class was taught by using direct instruction.

RESULT

1. Result of Normality

The result of computation of normality test can be seen as follows:

| Experim ental Class | χ^2_{rat} | $\chi^2_{table}(\alpha=0,05)$ | $\chi^2_{table}(\alpha=0,01)$ | Conclu sion |
|---------------------------|----------------|-------------------------------|-------------------------------|----------------|
| | 0.48 | 7.81 | 11.3 | Normal |
| Control Class | χ^2_{rat} | $\chi^2_{table}(\alpha=0,05)$ | $\chi^2_{table}(\alpha=0,01)$ | |
| | 7.92 | 7.81 | 11.3 | Normal |

Based on the result of the calculation above, cell (1) consists of 32 students who were taught by using Collaborative Strategy ($n = 32$). The highest value of χ^2_{ratio} is 0.48 and χ^2_{table} at level of significance $\alpha = 0,05$ was 7,81 and $\alpha = 0,01$ was 11,3, because χ^2_{ratio} was lower than

χ^2_{table} ($0.48 < 7.81 < 11.3$). It can be concluded that the data of experimental class have normal distribution.

Based on the result from the calculation on cell (2) which consisted of 31 students who were taught by using Direct Instruction ($n=31$). The highest value of control class was 7.92 at significance level of $\alpha 0.05$ obtained 7.81 and 0.01 obtained 11.3. Since $\chi^2_{ratio} < \chi^2_{table}$ ($7.92 > 7.81 < 11.3$), therefore, the criterion was accepted. It means that the data of control class had normal distribution. It means that the data of control class had normal distribution. It is also shown on the figure below:

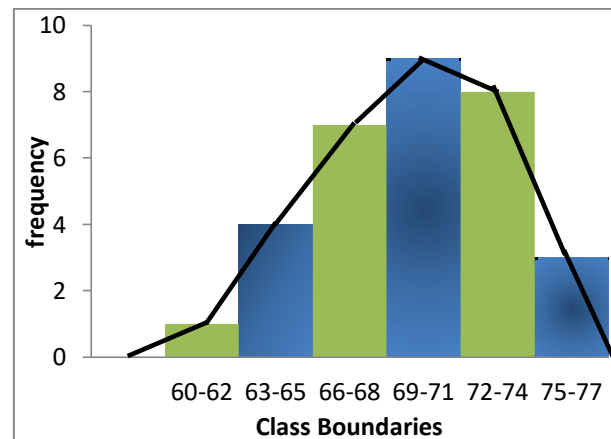


Figure 1. Data of Histogram and polygon in Experimental Class

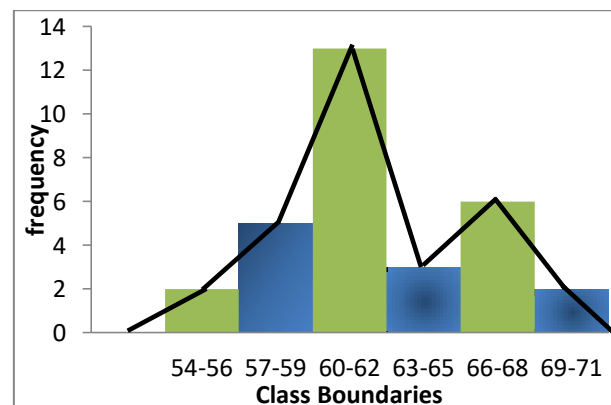


Figure 2. Data of Histogram and polygon in Control Class

2. Result of Homogeneity

After analyzing the normality of the data, the researcher analyzed the

homogeneity of the data which can be seen that $F_{ratio} 1.07$ was lower than F_{table} at significant level $0,05 = 1.82$ and significant level $0,01 = 2.34$. It was done to know whether the data were homogeneous or not. If F_{ratio} was lower than F_{table} at level significance $\alpha = 0,05$ and $\alpha = 0,01$, it can be concluded that the data were homogeneous.

3. Result of t-test

The result of applying t-test shows that $t_{test} = 7.97$ and from the distribution table for the degree of freedom of 61 at the significance level 5% to known $T_{table} = t (1 - \frac{1}{2} \alpha) = 1.68$ and the significance level of 1% known $T_{table} = t (1 - \frac{1}{2} \alpha) = 2.42$, it means that $t_{test} > t_{table}$.

The null hypothesis (H_0) was rejected. It means that there was significant influence of using Collaborative Strategy towards students' reading comprehension at tenth grade of tenth class at SMK Negeri1 Candipuro in 2022/2023.

In this case, the writer needs to compare the result of normality data mean scores of the two classes. The mean of the scores of the experimental class was 69.63, while the mean of the scores of control class was 62.16. It can be concluded that Collaborative Strategy has high influence towards students reading comprehension.

DISCUSSION

Based on the analysis of the data and the testing of hypothesis, the writer found the result that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The research findings showed that $t_{test} > t_{table}$ ($7.97 > 1.68$ and 2.42). So, H_a is accepted. It means that there was an influence of using Collaborative Strategy towards students' reading comprehension at

tenth grade of tenth class at SMK Negeri1 Candipuro in 2022/2023.

The writer did the research at the tenth grade of SMK Negeri1 Candipuro and was divided the class in two classes. The first class was the experiment class and the second class was the control class, it consisted of 63 students from 2 classes. The writer asked the students to make read the text based on the text provided.

The writer taught Collaborative Strategy in experimental class and to make sure it was better than another strategy or technique, she was collected the data in control class. In control class, the writer taught direct instruction to make difference. The students were asked to read and understand the text given.

In this case, the writer can prove the hypothesis that Collaborative Strategy has influence to be applied in the tenth grade, especially in teaching reading comprehension. The findings of this research related to a theory stated by Sullivan (In Janned *et al* 1998: 32) that Collaborative Strategy Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. It is clear that the use of Collaborative strategy is good for teaching learning reading comprehension.

From the result above, it is clear that Collaborative strategy helps students to overcome their problem in reading. Reading skill is important to be mastered, but if there is a good media, technique or strategy, the students would not too hard to master it. Based on the result, it can be concluded that Collaborative strategy is very recommended for the teacher who wants to influence the students' reading comprehension. The use of CSR strategies in reading

comprehension in line with the strategies for improving comprehension suggested by Moreillon (2007: 19) in which the background knowledge of the students is activated, then, they make prediction about what they are going to learn. These activities can be seen in the first strategy of CSR – preview stage. According to Abidin (2012: 194) the goals of previewing in CSR strategy are to activate the students' background knowledge about the topic and to help the students make prediction about what they will learn. Briefly, the activities in the previewing stage are activating background knowledge of the students and making prediction.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that:

1. There was an influence of using Collaborative strategy towards students' reading comprehension at tenth grade of Tenth class at SMK Negeri1 Candipuro in 2022/2023. It can be seen that the result $t_{ratio} = 7.97, t_{table}$ for $\alpha = 0.05$ is 1.68 and for $\alpha = 0.01$ is 2.42 ($7.97 > 1.68$ and 2.42).
2. The average score of students' reading comprehension who learned reading by using Collaborative strategy higher than that of those who learned through direct instruction. It can be seen that the average score of experimental class was 69.63 and the average score of control class was 62.16.

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