

# THE EFFECT OF USING COLLABORATIVE STRATEGIC READING AND PERSONALITY TOWARD STUDENTS' READING COMPREHENSION AT GRADE XI OF SOCIAL SCIENCE AT SMAN 7 PADANG

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis pengaruh dari teknik Collaborative Strategic Reading (CSR) dan kepribadian dibandingkan dengan teknik konvensional terhadap kemampuan membaca siswa dalam teks analytical exposition, narrative, dan spoof. Penelitian ini merupakan penelitian quasi-experimental dengan menggunakan rancangan factorial 2x2 yang diadakan selama 5 minggu (9 pertemuan) terhadap siswa kelas XI IPS di SMAN 7 Padang yang terdiri dari 36 siswa untuk kelas eksperimen dan 36 siswa untuk kelas kontrol. Data penelitian ini berupa hasil membaca pemahaman dan angket kepribadian siswa. Hasil penelitian ini menunjukkan bahwa (1) siswa yang diajarkan dengan teknik CSR mempunyai pemahaman membaca yang lebih baik dibandingkan dengan siswa yang diajarkan dengan teknik konvensional. Hasil penelitian menunjukkan nilai *t*-hitung (34.96) lebih tinggi dari nilai *t*-tabel (2.06), (2) siswa ekstrover yang diajarkan dengan teknik CSR mempunyai pemahaman membaca yang lebih baik daripada siswa yang diajarkan dengan teknik konvensional, dimana nilai *t*-hitung (15.74) lebih tinggi dari nilai *t*-tabel (2.16), (3) siswa introver yang diajarkan dengan teknik CSR mempunyai pemahaman membaca yang lebih baik daripada siswa yang diajarkan dengan teknik konvensional, dimana nilai *t*-hitung (11.71) lebih tinggi dari nilai *t*-tabel (2.16), (4) tidak terdapat interaksi antara kedua strategi (CSR dan konvensional) dan kepribadian siswa dengan pemahaman membaca siswa dalam teks analytical exposition, narrative, dan spoof karena nilai *F*-hitung (0.011) lebih kecil dari nilai *F*-tabel (3.18). Simpulannya, strategi pembelajaran CSR dapat meningkatkan pemahaman membaca siswa dalam mempelajari bahasa Inggris dengan mempertimbangkan kepribadian siswa baik ekstrover maupun introvert.

**Key Words :** CSR strategy, personality, reading comprehension, analytical, narrative and spoof texts.

## Introduction

Reading is one of the necessary skills in learning English since it can determine the students' success in learning. Students need this skill to enable them to comprehend a lot of books and references written in English in order to improve their knowledge. But many students still find difficulties in comprehending the texts. This fact can be seen on the students' low scores

in reading comprehension in daily test, Mid-term test, final exam, and National exam.

One of the potential factors that causes the problems is dealing with the teaching strategy used by the teachers. Many teachers do not apply strategy that really encourages the students to read actively and critically. In fact, teachers tend to use the conventional

technique which is mostly teacher-centered rather than student-centered activity. As a result, teachers do not actively involve the students much in the reading process. Moreover, teachers rarely ask the students to work in groups in reading class. Although sometimes teachers ask students to work in groups, they mostly assign their students to work in groups without considering the students' involvement and responsibility individually. The fact showed that only two or three members of each group were really active in the discussion, meanwhile the low achievement students just left the reading tasks to the high achievement students in the group.

It is actually a good idea to make the students accustomed to doing the reading tasks in groups or collaboratively so that they can help each other in completing the given tasks and they can solve the individual's problems together. By doing so, the reading class will be interesting, enjoyable and meaningful for the students and it can train them to become successful readers.

Another important factor that potentially causes the students' problems in reading comprehension is that few teachers do not concern much on students' personality in reading class. Based on researcher's observation in her teaching for about thirteen years at senior high school, she found that students had different personality during the English class. Some of them were extrovert who like talking and were active in the learning process. They loved debating, sharing ideas, questioning and answering questions. Meanwhile, some of them were introvert who tended to keep silent, did not want to speak up, unless the teacher

directly asked them to answer certain questions or to give their opinion on the problems which were being discussed.

In fact, teaching strategy plays important role in helping the students have better reading comprehension from the texts they read. According to Alderson (2005:126) there are some factors that affect the nature of reading comprehension in term of the reader namely; a) reader's knowledge, b) reader's motivation, c) the strategies used by reader in reading, d) the characteristics of the reader such as sex, age, and personality.

Furthermore Nation (2009:7) confirms that learners should be trained in a range of reading strategies (previewing, setting a purpose, predicting, posing questions, connecting background knowledge, paying attention to text structure, guessing words from contexts, and so forth).

Reading assessment is one of the crucial aspects in teaching reading process. One of the assessments is in form of comprehension questions. Brown and Abeywickrama (2010:3) confirm that the set of comprehension questions should cover certain features like topic, main idea, phrases in context, inference, grammatical features, detailed information, supporting ideas and vocabulary in context.

Depdiknas (2004:23) confirms that to measure students' comprehension, there are some reading indicators stated in syllabus that must be included in reading comprehension tests such as finding the topic, the characters, main Idea, identifying references, making inferences, finding general and detailed information, understanding the meaning of vocabulary (antonym and synonym), mentioning social function of the text,

identifying generic structure, and recognizing grammatical features.

Furthermore, Nation (2009:88) confirms that good comprehension questions should have specific features such as validity, reliability and practicality.

Weir (1990:44) states that a multiple choice question test item is usually set out in such way that the test takers are required to choose one correct answer from a number of provided responses.

As a matter of fact, there are some phenomena found in reading instruction at Senior High School 7 Padang. The first phenomenon is that students are not accustomed to reading in group. Many teachers often assign them to read the text individually than in small group. So, the low achievement students cannot discuss with high achievement students in doing the reading tasks. Consequently, their reading comprehension is not improved. The second phenomenon is that though once in a while, teachers ask the students to work in a group, it does not run well. The students are not grouped on the consideration of their personality (extrovert and introvert) and competency level. Moreover, each student in the group is not given responsibility clearly and work-sheet individually that causes most of the members of the group do not do group work well and tend to let the good learners in the group finish the reading tasks. The next phenomenon is that teachers do not teach and train the students to guess the meanings of vocabularies based on the context in which the vocabularies are used. One more principal phenomenon is that students are not prepared to read the text. It means that they are not given

opportunities to have background knowledge on the texts before reading them. Another phenomenon is dealing with personality aspect. Many teachers rarely facilitate introvert students in reading classes. Teachers are not creative enough to create learning atmosphere that can stimulate and encourage introvert students to speak and express their ideas more freely in form of collaborative reading activities. The last but not least phenomenon is that students are not trained and taught the strategies of reading comprehension such as how to find the topic, main idea, the meaning of difficult vocabularies, detailed, etc.

Personality is a psychological aspect that needs to be considered in teaching reading which focused on student-centered activities. Sjarkawi (2008:11) defines personality as feature or characteristics of an individual as a result of forms gotten from the environment. Naisaban (2003:3) explains that the tendency that guides people to express their attention to outside is called extrovert. The tendency that guides express their attention into themselves is called introvert. Chaplin (1985:79) adds that an extrovert is sociable, he does more than contemplating and has motives which are coordinated by external activities. An extrovert is easy to adapt in new neighborhood and is usually energized by being with people and interacting with them, and is able to think best if he/she can talk over his/her ideas with other people. On the other hand, introvert thinks best by himself by processing ideas in his own mind.

How to assess the students' personality? Child (2007:395) states that questionnaire is the most common instrument to assess neuroticism

stability, extraversion-introversion, self-concept and so on. The questionnaire contains some items that can be used by the person to rate himself or herself. The tests require the test takers to select the responses that best describe their feelings, attitudes, and patterns of behavior. Therefore, the researcher constructed a kind of personality questionnaire to assess the students' personality.

Teacher needs to apply appropriate teaching strategy in teaching reading. In fact, Teacher tended to use conventional technique which was dominated by the teacher in teaching reading process. Djamarah in Kholik (2011:8) states that conventional learning is a traditional learning technique which is often called lecturing or expository method since it is used as oral communication tool between teachers and students in the teaching learning process. This technique does not involve students much more in term of discovery learning. The students are passive and do not have chance to read critically and interact each other in reading class. This atmosphere cannot help students who have difficulties in reading comprehension.

Having considered the problems above, teachers need to apply certain teaching reading strategies that can help the students get better reading comprehension and make the extroverts and introverts students active and successful in reading class. The researcher is interested in applying CSR for reading instruction. Theoretically, Collaborative Strategic Reading (CSR) is a good strategy for teaching reading comprehension for some reasons.

According to Little ([www.readingrockets.org/article/103](http://www.readingrockets.org/article/103))

CSR has many good points or strengths. First, it is beneficial in supporting students with learning disabilities and/or at risk for reading difficulties. Next, it gives positive outcomes for average and high average achieving students. Another benefit is that CSR meets most learning modalities: seeing, hearing, writing, and discussing. From the researcher's point of view, CSR is considered as a good teaching strategy to be applied in teaching reading for several reasons.

Firstly, CSR is integrative strategy since it integrates the four language skills (listening, speaking, reading and writing). Secondly, CSR is very helpful and effective for the students who have learning disabilities. The high achiever students can help the low achiever ones. Thirdly, the students are taught the reading strategies in finding the topic of text, getting the meaning certain vocabularies contextually, finding the main ideas as well making summary of the text they have read. As a result, the students are automatically trained to be accustomed to using the reading strategies when they read texts. Hopefully, the low achiever students are well-prepared to become independent and critical readers, even to have better reading comprehension whenever they are assigned to read individually as in the tests.

However, in conventional group work activity, teacher often groups the students without concerning much on giving responsibility to each member of the group. Consequently, the group discussion does not work well and most of the students just leave the reading tasks to the high achiever students in their group.

In addition, CSR is applied in the whole reading stages (pre-reading,

whilst-reading and post-reading). It means the strategy is useful to lead and guide the students before, during and after reading process comprehensively.

Finally, CSR is effective to encourage and motivate the students with different personality such as introverts and extroverts to be more active and coexist in the reading activities.

The purposes of this research are to find out whether:

1. students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique.
2. extroverted students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique.
3. introverted students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique.
4. there is interaction between teaching strategy (CSR and conventional technique) and students' personality (extrovert and introvert) toward students' reading comprehension.

### **Method of the Research**

This research is a kind of Quasi Experimental research which is a form of quantitative research. As Gay and Airasian (2000:394) explain that a quasi experimental research is non-randomized, in which this is appropriate with language teaching research. The design that was also used in this research was 2X2 factorial design. Gay and Airasian (2009: 260) state that factorial designs ( Treatment by Block) are elaborations of single-variable

experimental designs to permit investigation of two or more variables.

The population of this research was the year eleventh year students of social science classes of SMAN 7 Padang enrolled in the academic year of 2013/2014. There were 4 classes altogether. They consisted of 146 students. The researcher took two classes by using cluster sampling. Class XI IPS 1 was taken as experimental class and XI IPS 4 as control class. Meanwhile, class XI IPS 3 was taken for trying out the instruments. The try out was aimed at testing the difficulty index, degree of difference, validity, and reliability of the instruments. This research was conducted for 9 meetings, from February 24 till March 26 in 2014.

The data of the research were collected from the reading comprehension post-test and personality questionnaire . The post-test was given to both classes at the end of the research ( at meeting 9).

The data taken from the students' score in reading comprehension in the post-test were analyzed by using statistical analysis in order to find out the average score of both experimental class and control class. The researcher used the formula of Lilliefors (L) that proposed by Sudjana (2005:466) to test the normality of the data. The Variance test (F-test) was used for homogeneity testing. The hypotheses were tested statistically by using T-test and Two Ways ANOVA through SPSS version 20.

### **Findings and Discussion**

Researcher collected the data of the students' reading comprehension that were taken from the posttest and then she analyzed the data by using t-test formula for testing hypothesis 1,2, and

3. Hypothesis 4 was analyzed by using 2 ways ANOVA. Based on the statistical analysis of the hypotheses testing, there are some findings of the research that can be shown in the tables below:

**Table 1. The Statistical Analysis of Hypotheses 1,2,3**

Hypotheses	t-calculated	t-table	Note
Hypothesis 1	34.96	2.06	Ha: accepted
Hypothesis 2	15.74	2.16	Ha: accepted
Hypothesis 3	11.71	2.16	Ha: accepted

The finding for hypothesis 4 is shown in the table below:

**Table 2. The Statistical Analysis of Hypothesis 4**

F-calculated	F-table	Note
0.0119	3.18	Ho: accepted

The findings shown in table 1 and table 2 above indicate several essential points related to the hypotheses of the research as follows:

- 1. Students who are taught by using CSR have better reading comprehension of analytical exposition, narrative, and spoof texts than those who are taught by conventional technique.**

From the result of the first hypothesis, it can be seen that the mean score of students' reading comprehension in experimental class (82.40) is higher than in the control class

(37.16). Besides, the result of hypothesis testing indicated that the value of t-calculated (34.96) was higher than the value of t-table (2.06). In fact, CSR activities encourage and train the students to have mental readiness before coming to the texts through brainstorming and predicting activities in pre-reading. They activate their background knowledge which is related to the texts. This is in line with Nunan (2003) who confirms that one of the principles of teaching reading is to exploit students' background knowledge. In CSR class, the high achievement students and the low achievement students can help each other. They share ideas, opinion through active communication skill in the group discussion. It is in line with O'malley (1996) who emphasizes that by working collaboratively, students can share thinking process and teach effective reading strategies each other. It is supported by Klingner (1998) who says that CSR is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. Moreover, Fitriani (2012) also found that CSR could reach the improvement of the students' reading comprehension ability.

**2. Extrovert students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique.**

It can be seen from the finding that the mean score of extrovert students in experimental class (82.01) is higher than in control class (34.65). Moreover, the result of hypothesis testing indicates that the value of t-calculated (15.74) was higher than the value of t-table (2.16). This finding is in line with the research finding

conducted by Mularsih (2010) that the outcome of extrovert type students learning following the instruction with cooperative strategy are higher than those who are following individual instruction. It is influenced by several factors. Firstly, the students in experimental class get more opportunities to develop and share their ideas in group discussion. Fitriani (2012) found in her research that CSR gave positive behavior development in a process of learning and helped students improve their reading comprehension and more active in learning process. On the contrary, in control class which was taught through conventional technique, the students tend to be passive since the instruction is dominated by teacher, the technique does not train the students to be critical, skillful and independent readers.

### **3. Introvert students who are taught by using CSR have better reading comprehension than those who are taught by using conventional technique.**

The finding shows that the mean score of introvert students in experimental class (81.75) is higher than the control class (38.89). Besides, the calculation of data analysis indicates that the value of t-test (11.71) is higher than t-table (2.16). This finding is in line with the research finding conducted by Machanicka (2010) that the introverted students possess better ability to concentrate as well as to consolidate knowledge, to be significantly better at written tests of English proficiency. His finding also shows that introverted learners scored highly on the grammar, and vocabulary components.

Moreover, Novia (2009) found that CSR could increase the students' motivation in reading activities. In this research, the introvert students in experimental class were motivated and encouraged to participate more actively than those in control class. They could maximize their competences through group discussion

### **4. There is no interaction between teaching strategy and personality toward students' reading comprehension.**

Based on the data analysis by using two ways ANOVA, it was found that the value of F-observed ( 0.0119) was lower than the value of F-table (3.18). It means that there was no interaction between two strategies and personality toward students' reading comprehension. This finding indicates that personality is not a variable that influences the students' reading comprehension.

Further analysis showed that the mean score of extrovert and introvert students who are taught by using collaborative strategic reading (81.88) is higher than the mean score of extrovert and introvert students who are taught by using conventional technique (36.77). This can be caused that through CSR the students are taught and trained with some reading strategies that are very useful for them in reading comprehension. In addition, in CSR class the students can build their social interaction by sharing ideas and opinion critically in the group discussion. In other words, CSR provides more opportunities for the extrovert and introvert students to form the questions, share in rich discussion and develop deep understanding of the content.

### Conclusion

Based on the results of data analysis and the research finding, researcher can draw some conclusions. First, Students who **are** taught by using CSR have better reading comprehension of analytical exposition, narrative, and spoof texts than those who are taught by conventional technique. Second, extrovert students who are taught by using CSR had better reading comprehension of analytical exposition, narrative and spoof texts than those who are taught by using conventional technique. Third, Introvert students who are taught by using CSR had better reading comprehension of analytical exposition, narrative and spoof texts than those who are taught by using conventional technique. Fourth, there is no interaction between teaching strategy (CSR and conventional technique) and students' personality toward the students' reading comprehension.

### Suggestion

1. Since CSR is proven as an effective technique to improve the students' reading comprehension, it is suggested to the English teachers at SMA 7 Padang to apply this technique as a variation in teaching reading.
2. The researcher also suggests the English teachers to apply CSR in teaching reading since it can give some advantages for the students. Through CSR, the extrovert and introvert students are able to share their ideas, opinion and comments with their friends in the groups that

can result in better reading comprehension.

3. In this research, the researcher took personality, extroverted and introverted, as the moderator variable. For the future, she really suggests to other researchers to conduct further research by involving other psychological aspects as moderator variables.
4. The researcher also suggests further researchers to develop this research on larger population and sample and to conduct the similar research on other genres of texts.

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