



## **The Effectiveness of CSR (Collaborative Strategic Reading) Strategy toward VIII Grade Students' Ability in Reading at SMP N 11 Padang**

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### **Abstract**

This research aimed to figure out whether CSR gives positive effect toward VIII Grade students' ability in reading at SMP N 11 Padang. Since this reserach was experimental research, the sample of this research were VIII B as the control group and VIII C as the experimental group selected by using cluster sampling. The data of this research was reading test (posttest) scores which were analyzed by using t-test. It was found that there was significant difference on student' reading comprehension of grade VIII students who were taught by using Collaborative Strategic Reading (CSR) and the students taught by using conventional technique. The result showed that  $t_{count}$  was 6.7 and  $t_{table}$  was 2.00 in the level of significant 0.05 which means  $t_{count}$  was higher than  $t_{table}$ . Therefore, the null htpothesis ( $H_0$ ) was rejected and research hypthothesis ( $H_1$ ) was accepted. Finally, it could be concluded that CSR (Collaborative Strategic Reading) gives possitive effect toward students' ability in reading.

**Key words:** Collaborative Strategic Reading (CSR), Reading comprehension.

### **A. INTRODUCTION**

Reading is an essential thing in humans' life. Humans need to read to gain information and knowledge. Through reading, people can find any information needed and improve their knowledge. This is in line with Nuttal in Antoni (2010:40) who states that one of very important reading purposes is to get meaning from a text. Then reading is about the process how the reader decodes the message from the text. The definition of reading by Nuttal is in line with Anderson (2008:2) who simply says the definition of reading is making meaning from print. It can be concluded that through reading, the readers can gain the messages from what they read that was delivered by the writer.

A highly complex process of reading involving background knowledge and strategies used by the reader in reading is called reading comprehension (Urquhart

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and Weir, Klingner , 2007:8). Furthermore, Snow (2002:xiii) says the term of reading comprehension is defined as the process of extracting and constructing meaning through interaction and involvement with written language in time. In other words, it can be said that there are many aspects involved to get a better comprehension in reading such as background knowledge and strategy used in comprehending the written language.

From the explanation above, it is known that reading is an important skill to be mastered by students to gain their knowledge, and the strategy used in reading is an essential thing in order to get a better comprehension in reading. Just like what Anderson (2008:3) states that if the readers want to be a good reader, they have to use a variety of strategies. In the other words, to be a better reader, the student needs to have a strategy in reading,

However, students especially junior high school students grade VIII at SMP N 11 Padang still could not master reading skill yet. It could be seen on students score that was still low indicating that they were not able in reading comprehension yet. One of the influential causes was the strategy used by the teacher in teaching seemed to be not effective yet to improve students' reading comprehension. Based on the researcher observation in SMP N 11 Padang, the researcher found that the current strategy used by the English teacher in teaching reading could not attract students' attention to learn reading. In addition, there was no such useful guideline given by the teacher to the students in mastering reading.

Although the teachers have used group work or collaborative learning in teaching reading, it still could not attract students to actively participate during the learning process. The teacher divided the students into several groups consisting of five to six students. However, even though it was a group work, not all of the members of the group participate. The students who were active in the teaching-learning reading process are only those who were high level students. As the teacher, a person needs to control the teaching-learning process and make the students understand well about the course being taught.

There were some researchers which had been conducted related to teaching reading using CSR. One of them was the research which was conducted by Jafri and Jufri (2014). They tried to describe the implementation of CSR in teaching reading news item text. Based on the problem above, the researcher has read some theories about a strategy that seemed to be effective to solve the problem above. It is a collaborative strategy in which the students do group work. The strategy is CSR (Collaborative Strategic Reading) strategy. The reason why the researcher wants to implement CSR is because it is a proper strategy for the students since it can lead the students to work cooperatively in which each student has a role in their group, so all of the students can participate actively.

Furthermore, CSR is a comprehension strategy in which the students can improve their comprehension in reading. Besides that, one of the comprehension strategies in CSR can lead the students to increase their vocabulary. Then the students will not find that the teaching-learning process is a boring thing anymore since they can work together and reach the goal of reading together in their group. Therefore, this research was conducted to see the effectiveness of CSR

(Collaborative Strategic Reading) strategy toward VIII grade students' ability in reading at SMP N 11 Padang.

## B. RESEARCH METHOD

This research was experimental research using Nonequivalent Control Group Design. Gay (2009:259) states that this design is like pre- and post-test design in True Experimental Design; however, it includes random assignment of intact groups, not individuals.

The population was the VIII grade students of SMP N 11 Padang registered in academic year 2015/2016. In determining the sample of this research, the researcher used cluster sampling method. Homogeneity test by using the mean scores of pre-test which was administered to four classes of grade VIII students was conducted to find two homogenous sample classes. From those four classes of grade VIII students, the researcher chose two classes as the sample of this research: VIII C as the experimental group and VIII B as the control group treated by using different treatments during ten meetings.

The data of this research was gained through posttest (reading test) consisting of 30 multiple choice questions which have been tested its validity and reliability. In collecting the data, the researcher taught both classes experimental and control groups using different treatments. The posttest was administered in the last meeting. Then the data was analyzed through homogeneity test, normality test and t-test to see the effectiveness of Collaborative Strategic Reading (CSR) strategy towards students' ability in reading.

## C. FINDINGS AND DISCUSSIONS

### 1. Data Description

The data of this research was taken from students' scores of reading test which was given the post-test to both control and experimental group on May 20 and May 25, 2016. The data can be seen in the following table:

Students' Code	Experimental Group	Control Group
1	73	56
2	73	56
3	73	60
4	76	63
5	76	63
6	76	66
7	76	66
8	76	66
9	80	66
10	80	70

11	80	70
12	80	70
13	80	70
14	80	70
15	80	70
16	80	70
17	80	70
18	80	70
19	83	73
20	83	73
21	83	73
22	83	73
23	83	73
24	83	76
25	83	76
26	83	76
27	86	80
28	86	80
29	86	80
30	86	80
31	90	83
32	<b>93</b>	<b>83</b>
<b>Σ</b>	<b>2590</b>	<b>2271</b>
<b>Mean</b>	<b>80.93</b>	<b>70.96</b>

Based on the table, the highest score of eperimental group was 93 and the lower one was 73. Meanwhile, the highest score of control group was 83 and the lower one was 56.

## 2. Data Analysis

In analyzing the data, the researcher analyzed the data through homogeneity, normality and t- tests. The mean score of experimental groups was 80.93 and the standard deviation was 4.67. Meanwhile, the means score of control groups was 70.96 and the standard deviation was 6.99. Furthermore, the scores were calculated through:

- a. homogeneity test; the result showed that  $F_{\text{observed}} 0.45141 < F_{\text{table}} 1.84$  with the level of significant 0.05. Thus, it means that the two variance or the two groups, both control and experimental groups, were homogenous .
- b. normality test; it was found that the value of experimental group post-test was  $L_{\text{observed}} 0.1425 < L_{\text{table}} 0.1566$ . Thus, it could be concluded the data was normal. Then the value of control group post-test was  $L_{\text{observed}} 0.1182 < L_{\text{table}} 0.1566$ . It means that the data was normal.

- c. t-test; the results of t-test showed that  $t_{observed}$  was higher than  $t_{table}$  ( $t_{observed} > t_{table} = 6.7 > 2.00$ ). It means that there was a significant difference between the students' posttest scores in both experimental and control groups.

### 3. Findings

From the data analysis above, it can be seen that there was a significant difference between the students' posttest scores in both experimental and control groups. Then can be concluded that CSR gives positive effect toward reading ability of Junior High School students at SMP N 11 Padang Grade VIII. It was proved by calculating it by using *t-test*. The results of t-test showed that  $t_{observed}$  was higher than  $t_{table}$  ( $t_{observed} > t_{table} = 6.7 > 2.00$ ).

### 4. Hypothesis Testing

As it has been described above, in this research, the  $t_{table}$  was higher than the value of  $t_{observed}$ . It means that the hypothesis H1 stated that "CSR gives positive effect toward Reading ability of Junior High School SMP N 11 Padang Students Grade VIII" was accepted; meanwhile, H0 stated "CSR does not give positive effect toward Reading ability of Junior High School SMP N 11 Padang Students Grade VIII" was rejected.

### 5. Discussion

Based on the findings, it can be seen that there was the positive effect of using Collaborative Strategic Reading strategy. It was proved by the data gained in the post-test of both control and experimental groups. The data in this research was obtained through posttest indicated that the mean scores of experimental and control groups were significantly different. Thus, it could be concluded that the students taught by using Collaborative Strategic Reading strategy had better reading comprehension than those who were taught by using conventional technique used by the teacher in teaching English especially in teaching reading.

The students could improve their reading ability by giving them treatment Collaborative Strategic Reading (CSR) strategy since this strategy is a comprehension strategy (Klinger and Vaughn, 1998:32) which allows the students to work together in their group and could get the gist of the text read. Besides, in this strategy, the students are also allowed to do wrap-up in which they had to create their own questions based on the text read. In doing so, the students would comprehend more about the text because they have to make the questions and discuss it together in their group and in the class. That statement is proved by the goal of Collaborative Reading Strategy itself in which the student could improve their comprehension by involving maximally in the process of reading.

Finally, based on the research finding related to the theories, it can be concluded that the use of Collaborative Strategic Reading (CSR) strategy in teaching reading is effective enough. It is suggested to be used in teaching reading especially to improve students' reading comprehension.

There were some weaknesses found during the process: First, in this research, there was only one kind of text that was narrative text used. Second, in implementing this research, there were a big number of students in the class so that it was hard to manage all of the group to report their work in a meeting.

#### **D. CONCLUSION AND SUGGESTIONS**

Based on the findings and discussion, it was found that the purpose of this research that was to figure out whether Collaborative Strategic Reading (CSR) strategy gives positive effect toward Reading ability of Junior High School SMP N 11 Padang Students Grade VIII was reached. In addition, the findings that have been discussed in the previous chapter proved it so that it can be concluded that using Collaborative Strategic Reading (CSR) strategy gives positive effect toward students' reading ability. It was proved by the mean score of the students' post-test. After giving the treatment to the experimental group, the mean score of the students was 80,93. Meanwhile, in the control group, the mean score of the students was 70,96.

Based on the result of the research, the researcher suggested as follow: (1) the English teacher, to use Collaborative Strategic Reading (CSR) strategy in teaching reading (2) the next researchers, to take more meetings (3) the next researcher, to use another kind of texts.

**Note:** This article is written based on the writer's thesis with a guidance from Dr. Jufri, M.Pd. and Dr. Ratmanida, M.Ed.

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