Collaborative Strategic Reading (CSR) and Its Influence on Students' Reading Comprehension

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Abstract

Reading is one of skills of language that must be mastered by students. However, students often face the difficulties to comprehend a text. They have problem to get information from a reading text such as identifying social function, identifying main idea, finding explicit and implied information, finding references, finding synonym and antonym because the students have limited vocabulary. Using pre-experimental quantitative design, namely one group pre- and post-test design, this study was intended to investigate the effect of CSR to the students' reading comprehension. This research used cluster sampling technique consisting of 35 students. The data value was analyzed using Paired Sample T-test of SPSS Statistic version 23. The data analysis showed that the average score of students' pre-test was 63.14 while the post-test score was 84.57. The t-test computation collected by comparing the results of pre-test and post-test showed the mean score 21.429 and standard deviation 11.086. The result was t-score -11.435 with the significant (2-tailed) value is lower than 0.05. In conclusion CSR (Collaborative Strategic Reading) has significant influence on students' reading comprehension.

Keywords: Collaborative Strategic Reading; Reading Comprehension

Introduction,

In foreign language learning, reading is a skill that teachers expect learners to acquire. Reading is the most essential skill for success in all education contexts. No wonder, students can learn many things through reading. In other words, the more they read, the more knowledge they get; hence, a strong correlation between reading and academic success is shown. Reading comprehension provides the

basis for a substantial amount of learning in secondary school (Kirsch et al., 2002). In view of the prominence of reading comprehension, effective instruction for reading comprehension is important (Hiebert & Raphael, 1996).

The English teachers in Indonesian schools generally use individual learning, cooperative learning, using media (games, pictures and picture series), and the grammar translation method but the most often used way of teaching reading comprehension especially in secondary schools was just giving explanation. In comprehending texts, the students should be monitored by their teachers; hence the way to teach comprehension should be well understood by the teachers. Teaching comprehension is an activity through some steps: selecting a text, explaining the strategy, modeling the strategy, guided support, and practicing. Teachers need to establish different technique that makes students interested in learning English especially to develop their reading comprehension. Teacher should use interesting media in order to make students interested and easily catch the material.

Among many reading strategies, collaborative strategic reading (CSR) can be an alternative. CSR is based on both cognitive psychology (Flavell, 1992; Palincsar & Brown, 1984) and sociocultural theory (Vygotsky, 1978). According to Harris and Pressley (1991), comprehension strategy education can be improved when these theoretical views are used as a foundation. CSR teaches students how to monitor their comprehension and employ strategies for clarifying understanding when problems arise, similar to reciprocal teaching (Palincsar & Brown, 1984). Collaborative Strategic Reading (CSR) is designed to maximize students' engagement and help all students to be successful in improving their reading comprehensions.

Collaborative strategic reading according to Barberio (2005) and Alqarni (2015) involves four main phases which are preview, click and clunk, get the gist and wrap up. The use of CSR strategies in reading comprehension is in line with the strategies for improving comprehension 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) 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.

Moreover, CSR strategy teaches the students how they monitor their reading comprehension. This strategy is provided in the second stage of CSR strategy – click and clunk strategy. As Bremer, et.al (2002) and Abidin (2012) mentioned that click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. In brief, click and clunk strategy is used to monitor the understanding about the text, then use fix-up strategy if there are difficulties in understanding the text. Furthermore, CSR helps the students to determine the main idea of the written text. This activity can be seen in the third stage of this strategy – get the gist strategy. It is supported by Bremer, et.al (2002) and Abidin (2012) who assert that students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have.

Based on the statement above, Collaborative Strategic Reading (CSR) can increase involvement, improve the quality of discussions, and enhance students' abilities to help each other, particularly with unknown vocabulary.

Collaborative Strategic Reading has been studied by some researchers. Vaughn et al. (2011) measured the effect of CSR and metacognitive strategic learning on the reading comprehension of the seventh and eighth grade of middle school students. Through an experimental study they found that there are significant differences in favor of the treatment students on the Gates-MacGinitie Reading. Karabuga and Kaya (2013) experimented CSR to find out the effect of CSR on comprehension and other reading related problems to adult EFL learners. This study result revealed that the respondents' comprehension and reading problems were positively affected by CSR. Alqarni (2015) used CSR to enhance students' reading comprehension in EFL and the finding showed that CSR encouraged learners to do brainstorming, predicting, monitoring understanding and finding main idea.

Using quasi experimental research for university students, Zagoto (2016) found that Collaborative Strategic Reading (CSR) strategy has an impact on students'

reading comprehension in which t count is larger than t table. The strategy is very helpful for students in determining the main idea and draw conclusions from a text that is read. Based on the calculation of a t-test, the results show that there is a significant improvement in the students' achievement after they got treated using Collaborative Strategic Reading (CSR) strategy when studying reading comprehension in the classroom.

So, it can be concluded that teaching reading using CSR for students will give students much information and they become more enthusiastic. Even though there have been many studies about CSR, this topic is still necessary to be carried out because different subjects can show a different result. Moreover, although some researchers have investigated CSR in EFL middle schools, there is still an explanation which have not been explored much that is the experimental result of CSR in vocational high school. As everyone knows that vocational high school has different English materials even different students' characteristics and goal. Besides, most studies were carried out in state schools while this current study was conducted in private schools in subdistrict area which generally need more improvement in quality. As a result of this population gap, therefore, the CSR experimental action should be conducted in different way and consequently would possibly bring up different result.

Based on the background above, this paper reports the influence of CSR on students' reading comprehension of SMK Pemuda Papar, Kediri. This writing will enlarge readers understanding on the application and its influence of CSR as a reading strategy on students' reading comprehension skill.

Research Methodology

This research was targeted for 245 students. The research was conducted at SMK Pemuda Papar, Kediri. This is a vocational high school which is located quite far from the city but this school is considerably popular and has relatively a lot number of students. English is taught using 2013 curriculum which is suited with the need of vocational high school students. Just like other general English, reading comprehension is also delivered oriented for students to be able to widen their literacy.

For the implementation of CSR in reading class, descriptive texts were selected. This was to be in line with school syllabus of English subject. Following Texas Center for Reading and Language Arts, (2000) when choosing reading materials. There are some elements which should be considered in order that teachers can facilitate students with appropriate materials for CSR namely: (a) reading materials at students' instructional level, which generally refers to students being able to correctly decode about 80% of the words, (b) reading materials with themes and supporting details, (c) reading materials with multiple paragraphs, and (d) reading materials with clues/pictures for predicting outcomes.

The unit of analysis in this study was the students reading comprehension skill. This skill includes identifying the main idea of a passage, understanding vocabulary in context, making inferences, and identifying the author's purpose. All of these skills still need to be developed in such away whereby in this case they were instructed through CSR. SCR has certain steps which is claimed to be influential on student learning. The teaching phases used refer to the phases proposed by Klingner & Vaughn (1998). The steps which were practiced in the treatment encompassed preview, click and clunk, get the gist, and wrap up after they were taught about the strategies and made working in group.

The study was participated by 35 students as sampling out of the total population of 245 of the tenth-grade students' of SMK Pemuda Papar, Kediri. This sampling was determined through purposive sampling which was expected to be representative for other population. Therefore, to generate valuable data, the researchers relied on the presence of relevant individuals within a demographic group.

The data were collected using test. The test was applied because the researchers wanted to know the students' scores. The test was unpublished test which was constructed by the researchers themselves. This is a criterion-referenced test which was used to assess the cognitive domain which encompasses fact recall and recognition, procedural patterns, and concepts that aid in the development of intellectual abilities and skills

The reading comprehension pre- and post-tests which were in the form of multiple choice. Multiple choice test has been common to be used to collect the quantitative data whose one central idea to question and four answer choices

consisting of one correct answer and three distractors. Testing students their reading comprehension is in relation to the technique of this research. The technique used in his research was experimental research which applied one group pre-test post-test design to know the influence of CSR on the students' reading comprehension. The data which were in the form of students' numeral scores were then analyzed by comparing the pre-test and post-test scores using SPSS version 23.0. Thus, in this quantitative research in which the data were in the form of number were analyzed statistically.

Findings and Discussion

Findings

The first finding is concerned with students' reading comprehension before and after being taught using CSR. Based on the experiment, the design is one group pretest and post-test. Therefore, the researcher analyzes the students' reading ability from the pre-test and post-test using SPSS to find out the influence of CSR on students' reading comprehension.

The first step conducted by the researchers was delivering pre-pest to the observed students. This test is meant to know the initial level of students reading comprehension skill. In pre-test, the students were given a reading text. The text was descriptive type in which the students had to answer 20 questions. And the test was in the form of multiple choice with four options.

The researcher used a text with the title "describing historical place". The purpose was to know the students' reading skill before they were taught by using collaborative strategic reading (CSR). The result of the pre-test of the students' reading comprehension before the researcher gave them treatment by using CSR shows unsatisfying score of students' reading comprehension. In fact, based on the target or standard of English subject minimum score in SMK Pemuda Papar is 75. With this target, the students' who got low score which is less than 75 did not past the pre-test. Meanwhile, the total score of the pre-test was 2210 which showed many students got low score because after being calculated with division operation, the average scores the students got were only 63. This is the score in which the students had not gotten any intervention involving CSR learning activities.

Meanwhile, to know the students' reading comprehension after using CSR, the researcher conducted the post-test. The score of post-test was used to analyze the students' reading comprehension after being taught by using CSR. In post-test, the students would be given reading text that is about as the post-test which the student must answer the question in the same level of pre-test. With the title in text was "favorite destination". Reading text contains 20 numbers of questions with various kinds of question, which consider the skill of reading. This will show how their reading comprehension was after getting the treatment. The total score of pre-test and post-test showed that post-test score was better than pre-test score. It can be concluded that the implementation of CSR could help them understand the material easily and make their reading comprehension better.

The researcher calculated the t-test to know the result of this research. The table pre-test and post-test was difference. The total pre-test was 2210 and the total of post-test was 2960. It explains that pre-test and post-test score increased. The students found it more easily to understand the material after getting the treatment. It was proved by the better result of post-test. The second finding showed the result of students' reading comprehension increased after being taught using CSR.

Discussion

The result of the pre-test above supports the result of the studies previously by some researchers. Despite the fact that reading comprehension is essential for academic performance, research show that it is not often taught well.

Teachers rarely provide instruction in how to read for understanding, including how to use comprehension strategies, according to observation studies conducted in general education and special education classrooms over the last 30 years (Vaughn (2011) in Klingner, Urbach, Golos, Brownell, & Menon, 2010).

This issue is exacerbated in middle school, where it is expected that children read for comprehension and teachers frequently believe that reading teaching is not their responsibility (Hall, 2005). Even it is also found that secondary teachers believe that their pupils can comprehend and learn from material, thus they do not devote enough time to assisting them in developing comprehension methods (Biancarosa & Snow, 2006).

Despite several recommendations for a greater emphasis on reading comprehension over the years (e.g., Snow, 2002; or, at the secondary level, Biancarosa & Snow, 2006), it appears that teenagers' reading comprehension is not improving. On the National Assessment of Educational Progress, less than 32% of eighth graders in the United States comprehended what they read at or above proficient levels (National Center for Educational Statistics, 2009). This proportion have remained very stable since then where the percentages of students at or above proficient levels are substantially lower for children in urban schools and students from lower-income families (Lapp, Grigg, & Tay-Lim, 2002).

The evidence above proved that the teaching and learning reading comprehension need improvement on the part of teaching strategy. It should be realized that EFL students especially will learn better when they meet an appropriate nature of learning reading comprehension.

Based on the increased scores obtained from the post-test, it can be interpreted that CSR influences students; reading comprehension skill. This result supported the previous research conducted by Mirwan Saputra (2015) who did the study about the effectiveness of teaching reading using Collaborative Strategic Reading (CSR) at SMAN Tulang Bawang, Lampung.

The finding of this study also supports other previous studies such as Vaughn et al. (2011) who measured the effect of CSR and metacognitive strategic learning on the reading comprehension of the seventh and eighth grade of middle school students. This current study result also supports the finding of Karabuga and Kaya (2013). They made classroom intervention through CSR for university students who were found to be positively affected. Another study which has similar finding was conducted by Alqarni (2015). Alqarni's finding after reviewing some previous studies also confirmed that CSR had encouraged learners to do brainstorming, predicting, monitoring understanding and finding main idea.

In 2016, Boardman et al. investigated CSR implementation by assigning teachers randomly and found that LD learners with CSR instruction gained much better achievement than those who were not participated in CSR instruction. From the teacher side, those who practiced CSR also became active teachers in providing feedback to their students.

From the description above, it can be concluded that collaborative strategic reading (CSR) carries considerable positive effect toward students. Students can obtain greater assistance from the steps CSR offer. The advantages can go not only to middle school students but also to elementary school and adult or university students. It is even advantageous not only for general students but also for learning disability students.

Then, because there was significant increase of students reading comprehension achievement in which the t-test results showed that the students mean score of post-test in experimental class was higher than pre-test, the researcher can conclude that CSR is appropriate and effective to be used and influences students' reading comprehension achievement in all level education.

Conclusion and Suggestion

The investigation on the influence of collaborative strategic reading has been conducted in a school basing on the phenomena that the quality of reading lessons in many schools have not been maximally achieved. This problem has been the prominent cause in the unsatisfactory result in students' English ability. Based on the research, CSR is suitable for students' reading comprehension because this method can help the students get the better comprehension of the text. Most of the students can answer some questions of some indicators of reading comprehension such as identifying social function, identifying main idea, determining reference meaning, determining synonym, determining antonym, finding implied information and finding explicit information.

Then, the result of students' reading comprehension after being taught using CSR shows that the score of post-test was higher than pre-test. There was increase in the mean score, from 63.14 to be 84.57. The total score from every indicator increased also. The increase especially occurs in identifying main idea, determining reference meaning, determining synonym, determining antonym, finding implied information and finding explicit information. Moreover, there is an indicator that CSR could be used to achieve perfect result by the students not only in cognitive aspect but also in social function. This significant result recommends teachers to apply CSR for teaching reading.

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