



## **THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING IN THE STUDENTS' READING COMPREHENSION AT SMAN 1 LANGKE REMBONG**

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### **Abstract**

This research aims to evaluate the effectiveness of Collaborative Strategic Reading (CSR) in addressing the challenges faced by students at SMAN 1 Langke Rembong, such as difficulties in comprehending texts, identifying main ideas and specific details, and understanding grammatical structures and features. Employing a quantitative quasi-experimental design (specifically, non-equivalent control group design) with both experimental and control groups, the study involved 432 second-grade students as the target population. From this population, two classes were selected for the study: one serving as a control group with 20 students and the other as an experimental group with 20 students. The selection process utilized purposive sampling techniques. Pre- and post-test assessments were conducted for data collection, with hypothesis testing conducted using the T-test formula. The results revealed a hypothesis testing score of  $0.001 < 0.05$ , leading to the acceptance of  $H_a$  and rejection of  $H_0$ . This indicates an improvement in reading comprehension among students who received instruction in collaborative strategic reading. Consequently, it is recommended that educators employ CSR techniques to aid students facing challenges in understanding English texts during reading comprehension instruction.

**Keywords:** Collaborative Strategic Reading, Reading Comprehension.

### **INTRODUCTION**

Reading comprehension, as emphasized by Guthrie (2000), stands as a pivotal pillar in academic learning. Proficient comprehension of intricate texts not only unlocks new realms of knowledge but also nurtures critical thinking skills, empowering individuals to actively engage in an information-driven society. Nonetheless, numerous students encounter difficulties in grasping complex literature, especially when faced with daunting terminology, lengthy sentences, and elaborate concepts. To tackle this challenge, students employ collaborative reading methods to exchange insights, generate ideas collectively, and build shared understanding within small groups. They actively participate in discussions and hold themselves accountable for aiding one another's comprehension. Through such collaborative endeavors, students can enhance their grasp of textual content, foster critical thinking prowess, and broaden their intellectual horizons. However, in order for kids to understand the content that is offered in texts, they need to have strong reading comprehension abilities. As stated by Snow (2002), the process of accurately deciphering the writer's message through the use of the reader's past knowledge, interaction, and engagement with the written text to extract and create meaning is known as reading comprehension. Reading comprehension is an activity that

requires making connections between the text's idea and prior knowledge in order to extract information. For this reason, reading comprehension is essential for students, particularly in terms of comprehending the material they are reading.

A number of problems with the teaching and learning process, especially with teaching reading comprehension, were noted by the author based on her experiences participating in teaching assistance activities at SMAN 1 Langke Rambong. These issues were evident during learning activities and were reflected in the results of practice questions. These included the inability of pupils to understand the content of English texts, the challenge of locating the text's primary concept and specific details, and the inability to comprehend the text's structure and grammatical elements. These challenges are essential skills that learners should be able to obtain. Additionally, teachers mostly used conventional techniques, like having pupils read aloud and then translating the text into Indonesian. This approach tends to diminish students' interest in learning English. Consequently, instead of utilizing traditional methods, teachers would be better served by employing instructional techniques that facilitate students' comprehension of English texts. In light of these challenges, the researcher advocates for the implementation of diverse teaching methods aimed at enhancing students' understanding of texts.

As per Colombo (2021:87-102), the techniques selected for imparting educational content to students within a specific learning context are referred to as teaching methodologies. These encompass the planning, adaptations, and implementation of activities aimed at facilitating the acquisition of new skills by students. Furnishing effective methodologies stands as a crucial instrument for educators in attaining their instructional objectives within the realm of education.

Based on Audina et al. (2020:94–105), a teaching strategy serves as a method aiding educators in achieving educational goals. Additionally, the utilization of instructional methods may foster increased student engagement in their learning journey. The key takeaway is that to facilitate skill development among students, instructors must meticulously plan employing suitable strategies. Throughout the teaching and learning process, students interact not only with their peers but also with teachers. Therefore, to promote active student involvement in classroom activities, educators must implement proven strategies. Given the focus on enhancing reading comprehension, the recommendation from the researcher is to employ Collaborative Strategic Reading (CSR), as introduced by Klinger & Vaughn (1998), to support students in refining their comprehension skills.

Collaborative Strategic Reading (CSR) is a technique used to help pupils understand literature. Through CSR, students have the ability to apply what they already know, anticipate events, keep track of comprehension difficulties, elucidate details, restate important ideas from the book, synthesize information, and collaboratively create pertinent questions in groups.

According to Muziatun and Maryam (2020), CSR offers an effective strategy for raising students' reading comprehension through group projects. Furthermore, because there are many opportunities for engagement throughout the learning process, students in cooperative learning environments improve their interpersonal and spoken communication skills. Active and effective learning is promoted by group members conversing, exchanging ideas, providing comments, and sharing results. As such, Collaborative Strategic Reading (CSR) aims to improve students' reading comprehension and conceptual learning while also increasing their level of involvement.

CSR has been extensively studied, with the current researcher citing one previous study—"Effectiveness of Using Collaborative Strategies Reading (CSR) on Students' Reading Comprehension in Narrative Texts" by Lisandy N and Adijaya N—as an illustration of CSR's effectiveness in teaching comprehension. The study's results emphasized CSR's effectiveness in improving students' comprehension of narrative texts, aligning with previous research suggesting CSR's efficacy in reading instruction. Thus, it is suggested that integrating collaborative strategies into reading instruction can greatly enhance students' reading skill development.

Furthermore, Collaborative Strategic Reading has also demonstrated efficacy in assisting students with comprehending challenging texts. By engaging in small group activities, students can aid one another in identifying unfamiliar words, deciphering complex sentences, and exchanging effective comprehension strategies. Within this framework, employing a collaborative reading approach offers valuable support and direction to students encountering difficulties, thereby enabling them to surmount obstacles and enhance their reading comprehension skills. The researcher selected a study titled "Evaluating the Influence of Collaborative Strategic Reading on Reading Comprehension among Students at SMAN 1 Langke Rembong" due to these challenges.

**RESEARCH METHODS**

The study employed a quantitative methodology, utilizing an experimental framework to explore the impacts of treatments on a specific outcome. Because random sampling is difficult to do in a school setting, a quasi-experimental strategy—more precisely, a non-equivalent control group design—was chosen. This entailed assigning Collaborative Strategic Reading (CSR) treatment to one group and traditional treatment to another, facilitating a comparative assessment of their performance (Creswell, 2018). The research comprised 40 eleventh-grade students from two classes at SMAN 1 Langke Rembong, chosen through purposive sampling based on the researcher's insights into group dynamics and reading challenges in English texts. Data collection involved pre-tests and post-tests to evaluate baseline reading skills and measure progress following intervention, respectively. The research instrument consisted of a multiple-choice reading assessment covering various comprehension indicators, with both tests limited to a 30-minute duration. Data analysis included normality and homogeneity assessments, conducted through the Shapiro-Wilk and Levene tests, respectively, to ensure comparability. Furthermore, an independent sample T-test was utilized to compare mean post-test outcomes between experimental and control groups, with significance set at 0.05. SPSS software was employed for analysis, aiming to ascertain the efficacy of CSR in enhancing students' reading comprehension.

**RESULTS AND DISCUSSION**

Table 4. 1 Summary Score of Pre-test and Post-test experimental Class

Class	Students	Lowest Score		Highest Score		Average Score	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Experimental Class	20	33	70	62	95	48,8	82,95

Based on the data presented in Table 4.1, it can be inferred that there was a notable enhancement in the average scores of students belonging to the experimental group. Their scores surged from 48.8 in the pre-test to 82.95 in the post-test.

Table 4. 2 Summary Score of Pre-test and Post-test Experimental Class

Class	Students	Lowest Score		Highest Score		Average Score	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Control Class	20	37	75	50	91	45,85	80,95

Based on the data presented in table 4.2, it can be inferred that students in the experimental group exhibited a notable enhancement in their mean scores, increasing from 48.8 during the pre-test to 82.95 in the post-test.

Table 4. 3 The Result of Normality Test from the Experimental and Control Class

Tests of Normality							
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
score reading test	pretest experiment	.237	19	.006	.910	19	.073
	posttest experiment	.178	21	.081	.867	21	.008
	pretest control	.259	20	.001	.875	20	.014
	posttest control	.250	20	.002	.815	20	.010

a.Lilliefors Significance Correction

The findings of the normality assessment, which was performed on the experimental and control groups, showed that the data had a normal distribution. As is generally recognized, data can be considered regularly distributed if the significance value is greater than 0.05; if it is less than 0.05, the data deviates from normality. According to Table 4.3, the pre-test data in the experimental group had a normality evaluation of 0.73, whereas the control group's was 0.14. This indicates that the pre-test data in both groups followed a normal distribution. Similar to this, the post-test data in both groups showed normal distribution patterns, with the experimental group's normality evaluation for the data being 0.08 and the control group's being 0.10. These results confirm the data's accuracy and appropriateness for parametric statistical analysis meant to identify intergroup differences.

Table 4. 4 Homogeneity Test (Experimental and Control Class)

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
pretetes Based on Mean	.865	1	37	.358
t Based on Median	.498	1	37	.485
score Based on Median and with adjusted df	.498	1	25.494	.487
Based on trimmed mean	.808	1	37	.375

The results of the homogeneity test indicated that both the experimental and control groups exhibited similar variability or uniformity in their data. Generally, data is considered homogeneous if the significance value exceeds 0.05, and heterogeneous if it falls below 0.05. Pre-test data from both groups were utilized for this assessment. The homogeneity test revealed a result of 0.358, as displayed in Table 4.4, confirming that there was homogeneity between the experimental and control groups.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	7.928	.008	-.020	38	.001	-.050	2.520	-5.151	5.051
Reading test Equal variances not assumed			-.020	31.136	.001	-.050	2.520	-5.188	5.088

The results of the hypothesis testing mentioned above revealed a statistically significant two-tailed p-value of 0.001. It is commonly understood that when the two-tailed p-value falls below 0.05, the alternative hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected, and vice versa when it exceeds 0.05. In this instance, as the two-tailed p-value of 0.001 is below 0.05, the acceptance of Ha is warranted. This implies a notable disparity in student performance between the experimental and control groups. In other words, it indicates that after receiving instruction in Collaborative Strategic Reading (CSR), students in the experimental group demonstrate improved reading comprehension.

The study, entitled "Evaluating the Effects of Collaborative Strategic Reading on Reading Comprehension among Students at SMAN 1 Langke Rembong," aimed to investigate how Collaborative Strategic Reading (CSR) affects the reading comprehension of students at SMAN 1 Langke Rembong. It involved 8 sessions, each lasting 40 minutes, with 4 sessions dedicated to the control group and 4 sessions to the experimental group.

To begin with, the researcher detailed the proceedings of the control class. The inaugural session took place on Monday, January 15, 2024, from 08:00 to 08:40 am in room XI L. A pre-test was administered by the researcher to gauge the students' comprehension of reading materials. Subsequently, the second session convened on Monday, January 22, 2024, at the same time and venue. During this session, the discussion centered on the students' initial grasp of hortatory exposition texts. The instructional approach comprised direct theoretical exposition by the teacher followed by class-wide deliberations. Despite a relaxed atmosphere, the interaction level was somewhat subdued due to the passivity of the majority of students, resulting in a less effective assimilation of the material. Consequently, the students' initial comprehension of hortatory exposition texts remained suboptimal. The third session convened on Saturday, January 27, 2024, from 10:45 to 11:10 am, maintaining the same classroom setting. This session focused on dissecting the structure and purpose of hortatory exposition texts. The instructional methodology involved theoretical elucidation by the teacher followed by extensive discussions. Although the atmosphere was slightly more animated compared to the previous session, some students remained disengaged from the discourse. Nevertheless, there was a marginal enhancement in the students' comprehension of hortatory exposition texts. The fourth and final session occurred on Monday, January 29, 2024, at the regular time slot. This session provided an opportunity for students to undergo a post-test to evaluate their comprehension of hortatory exposition texts. The outcome indicated a modest improvement in comprehension, albeit not statistically significant.

Next, the researcher detailed the series of sessions held in the experimental class. The initial session took place on Thursday, January 18, 2024, from 12:15 to 12:55 pm, in classroom XI F. During this session, a pre-test was administered to gauge the students' reading comprehension abilities. Following this, the subsequent session occurred on Wednesday, January 24, 2024, from 10:45 to 11:15 am, in the same classroom. This session focused on introducing the Collaborative Strategic Reading (CSR) concept and its application in analyzing hortatory exposition texts. The instructional methods encompassed CSR theory presentation, practical demonstrations, and engaging group discussions, fostering an interactive and collaborative learning environment. The feedback indicated a growing interest among students towards CSR and their willingness to employ it in their reading practices. Continuing on Wednesday, January 24, 2024, from 11:15 to 11:55 am, the third session took place in the same venue, concentrating on the hands-on application of CSR strategies in analyzing hortatory exposition texts. Students actively participated in group reading activities and applied CSR techniques, fostering a collaborative and dynamic classroom atmosphere. The outcome demonstrated a notable enhancement in students' text comprehension. Finally, the fourth session convened on Thursday, January 25, from 12:15 to 12:55 pm, offering students the opportunity to undertake a post-test assessing their understanding of hortatory exposition texts, along with reflecting upon and evaluating their learning experiences from the preceding sessions. The outcomes consistently showcased an improvement in students' comprehension of hortatory exposition texts following the implementation of CSR.

The key distinction between the experimental and control groups stems from the extensive implementation of the CSR method in the experimental group, contrasting with the continued use of conventional methods in the control group. This setup facilitated a comprehensive assessment by the researcher of the effects of employing the CSR method on students' reading comprehension.

Following the implementation of the intervention and completion of the post-test, the gathered data underwent analysis. The results unveiled a notable contrast in student performance between the experimental and control groups. With a 2-tailed p-value of 0.001, below the 0.05 threshold, this disparity is substantiated. Consequently, the null hypothesis (H<sub>0</sub>) is rejected while the alternative hypothesis (H<sub>a</sub>) is supported. Noteworthy is the superior mean score exhibited by the experimental group compared to the control group, despite both groups experiencing an increase in average scores. This highlights the effectiveness of Collaborative Strategic Reading (CSR) in improving children's reading abilities. These findings align with the assertions of Klinger & Vaughn (1998), indicating that CSR serves as a dynamic instructional approach that enhances students' vocabulary, comprehension skills, and collaborative capabilities through reading exercises.

The results of this investigation affirm the notion that Collaborative Strategic Reading (CSR) indeed exerts a notable impact on students' comprehension of texts. This assertion aligns with the prior research conducted in this field. Rahmi and Yolanda (2019) similarly observed a substantial influence of Collaborative Strategic Reading (CSR) on students' reading comprehension. They noted heightened classroom engagement among students in the experimental group who underwent CSR treatment, particularly in activities related to reading comprehension. Moreover, these students demonstrated increased involvement in classroom discussions and exhibited enhanced interaction within their respective groups.

Additionally, the results of this study indicated that students improve their comprehension by first grasping the main idea of the text, deciphering difficult words, identifying key points in each paragraph, understanding the text's structure, and drawing conclusions based on gathered information. This finding aligns with the research by Putri et al. (2015), which demonstrated that students can comprehend texts, discern main ideas, and generate summaries that reflect the material. Moreover, this approach positively impacts motivation and interest in learning English. Furthermore, all activities in this method are conducted in groups, allowing for information exchange during reading sessions. This aligns with Reformista et al. (2022), who assert that Collaborative Strategic Reading (CSR) fosters enthusiastic learning, encourages active participation in reading, and enhances comprehension.

After reviewing the preceding discourse, one can infer that Collaborative Strategic Reading (CSR) yields a notable impact on students' comprehension of texts. Moreover, CSR facilitates heightened engagement among students throughout learning endeavors. Under this approach, students assume accountability for fulfilling tasks during reading sessions, thereby fostering an environment conducive to knowledge exchange within groups. Consequently, this method streamlines students' comprehension of English texts.

## CONCLUSION

Based on the results of this study, it is apparent that the integration of Collaborative Strategic Reading (CSR) leads to a marked enhancement in students' reading comprehension abilities. A comparison between the experimental group, which received intensive CSR implementation, and the control group employing conventional teaching methods clearly demonstrates CSR's positive impact on comprehension skills. Moreover, this investigation underscores CSR's pivotal role in nurturing motivation and interest in English learning, alongside fostering a collaborative learning environment conducive to information exchange and mutual support among students. Furthermore, CSR not only advances reading comprehension but also cultivates students' sense of accountability for their learning journey.

and enhances their capacity for effective peer collaboration. Thus, it can be concluded that CSR constitutes an efficacious approach for elevating students' reading comprehension proficiency and engendering an engaging and interactive classroom atmosphere.

The average score of the experimental group showed a substantial increase from 48.8 to 82.95, as evidenced by the data. Moreover, a p-value of 0.001 demonstrates statistically significant findings from the hypothesis test, robustly endorsing the alternative hypothesis (Ha) while refuting the null hypothesis (H0). These outcomes offer compelling evidence in favor of the theory that students' reading comprehension benefits from collaborative strategic reading, abbreviated as CSR.

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