

INCREASING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING COLLABORATIVE STRATEGIC READING

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah teknik Collaborative Strategic Reading dapat meningkatkan kemampuan membaca siswa, dan aspek apa yang paling dipengaruhi oleh teknik ini. Peneliti menggunakan desain pretest dan posttest dalam penelitian ini. Hasil penelitian menunjukkan bahwa ada perbedaan berupa peningkatan dalam kemampuan membaca siswa. Data tersebut menunjukkan bahwa nilai rata-rata membaca dari 57.58 (pretest) ke 69.42 (posttest). Menentukan ide pokok mendapatkan kenaikan tertinggi dimana jumlah nilainya meningkat dari 87 (pretest) ke 114 (posttest). Dapat dikatakan bahwa teknik Collaborative Strategic Reading dapat meningkatkan kemampuan membaca siswa dan menentukan ide pokok menjadi aspek yang paling dipengaruhi.

The purpose of this study was to determine whether the Collaborative Strategic Reading technique can improve students' reading ability, and what aspects are most influenced by this technique. Researcher used a pretest and posttest design in this study. The result of the research shows that there was a difference in the form of an increase in students' reading ability. The data shows that the average value improved from 57.58 (pretest) to 69.42 (posttest). Determining main idea got the highest increase in the average value from 87 (pretest) to 114 (posttest). It can be said that the Collaborative Strategic Reading technique can improve students' ability to read and determining main idea is the most influenced aspect.

Keywords: *collaborative strategic reading technique, determining main idea, reading*

INTRODUCTION

The same as the other languages, English is divided into four skills i.e listening, speaking, reading, and writing. Reading stands for the third skill and will be always discussed in here. It is a skill that works as a communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the idea or the information of a text that wanted to deliver by the writer. Mastering reading skill also becomes a must for all of the students which are studying English as a foreign language.

In the classroom context of reading comprehension, the students play a role as a reader of the text. It means that they must able to comprehend the reading materials which are shown in the written texts. Furthermore, the students are also purposed to pass the final examinations which are related to reading comprehension achievement. In order to achieve the goals, the teacher should be successful enough in making the students comprehend the text well.

When the researcher conducted teaching practice in SMPN 1 Sumberjaya, it was found that most of the students failed to comprehend the reading text well. It caused they did not pass the standard quality of the school (KKM). The students' failure in passing the examination target is due to many factors; one of them is the strategic that applied by the English teacher. The learning process of reading continuously involved the conventional activity in which the students should read the written text individually and the teacher checked their fluency and pronunciation. That technique seems effective to gain a higher ability in reading a text in the accurate spelling; but it cannot reach the aspects of all the reading comprehension where the students should be able to find the main idea, making inference, making reference, and knowing the supporting details. Furthermore, that conventional technique absolutely made the teacher used the time more and

could be stated as an inefficiency, because all the students need to read the text one by one.

The previous study done by Muthiah (2012) showed the students got difficulties to determine main idea and answer questions based on the text. It is because the old technique without collaboration in learning that was conducted by the teacher. As the result, their reading achievement was below the expectation. To overcome this situation the teacher should generate students' interest by applying various techniques and selecting the proper text. By using the good technique in teaching, the teacher could help the students think critically and develop their ideas. More importantly, the students could comprehend the idea easier and reached optimal results in reading.

The study proves that teaching reading comprehension is not recommended to be carried out continuously using conventional technique. It is good to find a better strategy that is more interesting, not wasting the time, and turning into a high quality result. Students' collaboration is sure to become a solution of this problem. Learning through collaboration makes two or more students learn or attempt to learn something together. According to Romney (1996), collaborative learning (usually called cooperative learning) is a well-established group work method that provides a useful alternative to teacher-fronted classes. Its various techniques follow a certain number of set rules.

Through collaborating, the students are able to work with others such as actively participation in the learning process, having a brave in showing their ideas, evaluating one another's ideas, monitoring one another's work, and avoiding the wasting time. It's better than checking for each student's work which will consume time much more. Furthermore, the teachers also have a responsibility to find the best way of collaboration so that the students can work effectively. It is not the strategy that only several students work in a group but also all the students

participate well in order to gain the same increase of reading comprehension for each group member.

As seen in many cases of the students in SMPN 1 Sumberjaya, when the learning process sometimes done by working in group, most of groups depended on one to two students for discussing and finishing the task. Meanwhile, the other students had no role in finding the solution and they were like the employees who get a salary without work. That kind of collaboration will have two bad results. First, the students who never work in the discussion and only get a free score will have no increase in their reading comprehension; theirs is only a deceitful score without any proof when they are tested. Second, they will not familiarize their self in collaborating with others; they cannot be brave to share their mind and keep to be a passive student. Because of those facts, the collaborative learning process in the classroom should be revised so that it can increase all the groups' member reading comprehension.

One of the techniques in teaching reading which guides the students for being able to collaborate well with others is Collaborative Strategic Reading (CSR). Klingner and Vaughn (1996), said that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Student roles are the important aspect of CSR because cooperative learning seems to work best when group members have been assigned a meaningful task.

So, it can be considered that it is a good technique because the students are not only encouraged to work together in a well structured procedure but also maximize their involvement and responsibility with different roles and of course with different tasks. Therefore, considering the explanation above, the researcher tries to increase the students' reading comprehension by using Collaborative Strategic Reading.

Dealing with the issues presented in the background, the research questions in this research are:

1. Is there any difference in students' reading comprehension achievement before and after being taught by using Collaborative Strategic Reading?
2. What aspect of reading is most affected after being taught by using Collaborative Strategic Reading?

METHOD

This research was designed as a quantitative research. In order to know whether Collaborative Strategic Reading can increase students' reading comprehension or not, the researcher used one group pre-test and post-test design. Pre test was given to the students in order to measure the students' competence before they were given the treatment and post test was given to measure how far the students' achievement after they were given the treatments.

The population of this research was the second year students of SMPN 29 Bandar Lampung. There were ten classes of the second year students in 2014/2015 academic year. Each class consisted of about 24-25 students. This research employed two classes; the first class stood as the try out class and the second class stood as the experimental class. The researcher applied the classes by using random sampling (lottery).

This research used two instruments namely pre-test, post-test in order to answer the research questions. There were one pre-test and one post-test in this research. Between the two tests there were treatments held in three meetings. In this research, the learning materials were focused on recount text reading

comprehension. All students were trained to comprehend the text by using Collaborative Strategic Reading.

The procedures of this research were first, preparing the lesson plan. Second, preparing the material. Third, administering pre-test. Fourth, conducting treatment. Fifth, administering posttest. The last, analyzing the test results. The analysis of the results was aimed to know whether Collaborative Strategic Reading can improve students' speaking ability significantly in each aspect or not. The researcher analyzed the data by using SPSS.

The hypotheses are drawn as follows:

H₀ : There is no difference on students' reading achievement after giving treatments by using collaborative strategic reading.

H₁ : There is difference on students' reading achievement after giving treatments by using collaborative strategic reading.

(Hatch and Farhady, 1982:111)

The criteria for accepting the hypothesis were as follows:

1. H₀ was accepted if the t-value is lower than T-ratio.
2. H₁ was accepted if the t-value is higher than T-ratio.

RESULT AND DISCUSSION

The researcher used pre-test and post-test as the instruments to collect the data. The test was reading comprehension test. The whole result of the students' pretest score in the experimental class was explained below:

Table 1. Result of the Pre Test

No.	Pre Test Score	Frequency	Percentage (%)
1	91 – 100	0	0%
2	81 – 90	1	4.16%
3	71 – 80	1	4.16%
4	65 – 70	4	16.66%
5	61 – 64	6	25%
6	51 – 60	6	25%
7	41 – 50	4	16.66%
8	31 – 40	0	0%
9	21 – 30	2	8.33%
10	11 – 20	0	0%
Total		24	100%

The table is divided into three main columns. The first column is the range of pre test score where it started from 11-20 until 91-100. The second column is the frequency that used to show how many students were in the score range. In the fourth line, the frequency is ten; it means that there were ten students who got score in the range between 81-90. The third column shows the percentage of the students based on the frequency data. For example, in the fourth line, the percentage shows 41.66% while the frequency is ten. It means that ten is equal with 41.66% of all the 24 students.

Column 2 shows that 18 (75%) of all students do not reach 65 which determined as the target in mastery learning (KKM). There is 2 students reach the range score of 21-30, 4 students in the range score of 41-50, 6 students in the range score of 51-60, and 6 students in the range score of 61-64. Furthermore, the data score shows that only 6 (25%) students of 24 students who get more than 65 in their score where 4 students reach the range score of 65-70, then a student in the range score of 71-80 and 81-90. Dealing with the pre test score, it can be stated as an unsatisfactory result because there are 75% of students cannot reach 65.

While, the whole result of the students' posttest score in the experimental class was explained below:

Table 2. Result of the Post Test

No.	Score	Frequency	Percentage (%)
1	91 – 100	1	4.16%
2	81 – 90	4	16.66%
3	71 – 80	7	29.16%
4	65 – 70	4	16.66 %
5	61 – 64	3	12.50%
6	51 – 60	3	12.50%
7	41 – 50	1	4.16%
8	31 – 40	0	0%
9	21 – 30	1	4.16%
10	11 – 20	0	0%
11	0 – 10	0	0%
Total		24	100%

The table above show as the same way as the pre test score table (4.1). It shows that 16 (66.64%) of all students reach more than 65 which determined as the target in mastery learning (KKM). There are 4 students in the range score of 65-70, 7 students in the range score of 71-80, 4 students in the range score of 81-90, and only a student in the range score of 91-100. Furthermore, the data score show that 8 (33.36%) students of 24 students who get lower than 65 in their score where there is only a student who reaches the range score of 21-30 and 41-50, 3 students in the range score of 51-60, and 3 students in the range score of 61-64. Dealing with the pre test score, it can be stated as a satisfactory result because there are 66.64% of students reach more than 65.

The students' total score is up from 1382 in the pre test to 1666 in the post test. It means that the students' result increases 284 points. Furthermore, the mean score increases from 57.58 in the pre test to 69.42 in the post test, so that the data increases about 11.83. It can be seen from following table.

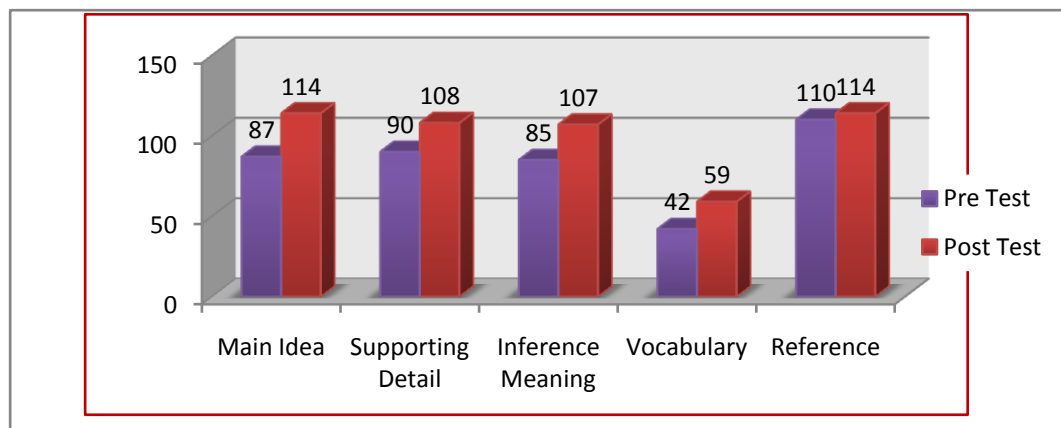
Table 3. Difference from Pre-test to Post-test

Category	Pretest	Posttest	Gain
Total	1382	1666	284
Mean	57.58	69.42	11.83

From the table above, it can be stated that after being taught by using collaborative strategic reading, the students' reading achievement of recount text increases.

Then, to see in what aspect of reading is mostly affected by Collaborative Strategic Reading, the researcher compared the each total score of each aspect in reading comprehension. The comparison can be seen on the graph below:

Graph 1. The Increase of Students' Score of Five Aspects of Reading Comprehension



In this research, there were five aspects which were measured. They were determining main idea, identifying reference, identifying inference, identifying specific information, and understanding vocabulary.

Starting from the left, the first graph as the representative of finding main ideas' result, there are 87 right answers in pre test and increases 27 points to 114 right answers in post test. The second graph as the representative of finding specific

information, there are 90 right answers in pre test and increases 18 points to 108 right answers in post test. The third graph as the representative of inference meaning, there are 85 right answers in pre test and increases 22 points to 107 right answers in post test. The fourth graph as the representative of understanding vocabulary, there are 42 right answers in pre test and increases 17 points to 59 right answers in post test. The last graph as the representative of determining reference, there are 110 right answers in pre test and increases 4 points to 114 right answers in post test. From the explanation above, concluded that identifying main idea is the most affected aspect where the right answers increases 27 points.

This result finding also had the same agreement with Fan (2010), where conducted a research on 110 Taiwanese students from two intact classes. The purpose of the research is to investigate the impact of CSR towards EFL Taiwanese students' reading comprehension. He found that after receiving CSR instruction, the students performed better on getting the main idea in comparison with the students in the teacher-dominated reading approach. Furthermore, Song (1998) also concluded that Collaborative Strategic Reading had a positive effect on EFL college learners' answers to main idea questions and Chen (2005) found that this strategy helped the subjects increase their ability in getting main ideas, making inferences, and finding answers for detailed questions.

CONCLUSIONS

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. The students' reading comprehension achievement showed a difference after they were taught by using collaborative strategic reading. This could be identified from the gain from pre test to post test where the mean score

increased. It is concluded that the higher result from the first to the second test because the Collaborative Strategic Reading worked well when used in the three treatments. CSR is a strategy that consists of four different aspects. *Previewing* helps the students to recognize what the text is about. The second is *clicking and clunking*, helps the students to understand the difficult vocabularies and determining reference. The third is *getting the gist*, helps the students to identify main idea. The last is *wrapping up*, used to help the students in determining main idea, identifying the detailed information, and making inference.

Because each aspect of CSR were designed to help the students mastering all the skills of reading comprehension, so that logically the students reading comprehension had a difference where it increased 11.84 points.

2. Identifying main idea had been the most affected aspect in reading comprehension after the students were taught by using collaborative strategic reading. It happened because the students were always encouraged to work related to the main idea. They had to preview the text which conducted them to the understanding of main idea of the text. Then, they worked to formulize the most important idea of the text into one short sentence. Last, they needed to answer questions related to the important people, places, and events.

SUGGESTIONS

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher.

- a. English teachers are recommended to apply collaborative strategic reading as alternative technique in teaching reading using recount text because it can help the students in comprehending the text easier.
- b. In collaborative strategic reading, when the teacher implements it, it's better for the teacher to make the technique to be simpler. It means that the teacher needs to simplify by using student pair rather than using a big group including each different task for the students. That modified strategy makes the students easier to understand the concept and how to implement the collaborative strategic reading itself.
- c. Then, teacher should control the students' activities and consider the time allocation when they implement collaborative strategic reading, because it may affect the efficiency of the strategy itself.

2. Suggestions to further researchers

- a. In this research, the researcher applies collaborative strategic reading to increase the students' reading achievement using recount text at second grade students of Junior High School. Other researchers can conduct other kinds of text, i.e exposition, recount, narrative, and report text.
- b. Further researcher may conduct this strategy on different level of students. It can be applied in senior high school students or university students.

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