

COLLABORATIVE STRATEGIC READING (CSR) IN THE EFFECTIVENESS OF TEACHING READING COMPREHENSION

Muhabibah Nur Reformista¹, Zanubah Arifah Khofshoh²
Universitas Billfath^{1,2}

INFO ARTIKEL

Diterima :
29 September 2021
Disetujui :
29 Oktober 2021
Dipublikasikan :
15 Februari 2022

Abstrak:

Penelitian ini bertujuan untuk mengetahui efektivitas teknik CSR dalam pengajaran pemahaman membaca di Kelas IXB MTs. Miftahul Jinan Glugu. Metode penelitian ini adalah deskriptif kuantitatif dengan desain penelitian pre-experimental, penelitian ini berupa one group pretest-posttest. Berdasarkan hasil pre-test diperoleh skor rata-rata 51,58, meningkat pada post-test dengan skor rata-rata 82,11. Kemudian dari tabel pair-sample T-test dengan dasar pengambilan keputusan yaitu jika $\text{sig. (2-tailed)} < 0,05$ maka H_0 di tolak dan H_a diterima. Hasil nilai sig. (2-tailed) dalam penelitian ini adalah $0,000 < 0,05$, maka H_0 ditolak dan H_a diterima. Hasil penelitian ini dapat disimpulkan bahwa teknik CSR efektif dalam pembelajaran pemahaman membaca siswa kelas IXB MTs. Miftahul Jinan Glugu.

Kata Kunci:

Collaborative
Strategic Reading,
Reading
Comprehension.

Abstract:

This research aims to determine the effectiveness of using CSR technique in teaching reading comprehension at Class IXB MTs. Miftahul Jinan Glugu. This research method is quantitative descriptive with pre-experimental research design, this research in the form of one group pre-post-test. Based on the results of the pre-test it got an average score of 51.58, increasing in the post-test with an average score of 82.11. And then at table of the pair-sample t-test with the basis for making decisions, namely if $\text{sig. (2-tailed)} < 0.05$ then H_0 is rejected and H_a is accepted. The result of the value of sig. (2-tailed) in this research is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. The results of this research can be concluded that CSR technique is effective in teaching reading comprehension at class IXB MTs. Miftahul Jinan Glugu.

Alamat Korespondensi:

Nama : Muhabibah Nur Reformista¹, Zanubah Arifah Khofshoh²
Instansi : Universitas Billfath
Alamat instansi : Komplek PP. Al-Fattah Siman Sekaran Lamongan
Surel : reformista1208@gmail.com; zenyarifah09@gmail.com

Reading is one language skill that is very important in addition to the other three languages. Because reading is a media to learn another that is desired world, therefor that humans can develop their comprehension, looking for fun and messages in reading material. Reading is a process that can be developed using techniques that are suitable for the purpose of reading (Somadayo, 2011:11).

A person's ability to learn can determine how well they get the information obtained from the written text. Students must also be able to understand and even get the

gist of what they have read. They were also expected to understand the new vocabulary well, therefore the students were truly proficient in English.

According to Gurning & Siregar (2017) states that reading is one of the most momentous skills students must master aside from writing, speaking, and listening in order to make global use of English and very well informed. Marinan (2018) states that reading comprehension aims to understand literary standards or norms, critical reviews and fictional patterns. People with intensity high reading will absorb a lot of knowledge and experience. With a lot of knowledge, there will be many ideas or ideas that will be poured in the form of speaking, and writing easily.

According to Somadayo (2011:10) there are three main points in reading comprehension, the first is the knowledge and experience they have on the topic, the second relates knowledge and experience to the text read and the third is the process of actively choosing meaning in accordance with the views it has.

The ability to read comprehension can be obtained by students through the teaching and learning process. Purwani (2021) said that the learning process greatly determines learning outcomes and (Mulyasa 2007: 21) states that the teaching and learning process is a process where there is a series of actions and a reciprocal relationship between teachers and students that takes place in educational situations to achieve certain goals. The teacher's task in learning is not limited to conveying information to students only, the teacher must have the ability to understand students with their various uniqueness in order to help students in facing learning difficulties, and teachers are required to understand various effective lessons in order to guide students optimally.

One of the current learning problems is reading comprehension which is rarely applied to encourage students to have the right reading accuracy, only for practical purposes, i.e. students can answer questions, the impact is that students only have a low reading accuracy.

Based at the octomes of interview conducted by researcher with English Teacher at MTs. Miftahul Jinan Glugu said that this condition was found in students of class IXB MTs. Miftahul Jinan Glugu. Among those who have finished reading but do not understand because of limited vocabulary, there are those who are late in reading, it can be seen that when they answer questions only by repeating the sentences they find in the questions, they cannot understand the sentences, they do not find the same words, phrases, or problems because the teacher still uses conventional methods. This condition is motivated by several factors, including: (1) Students have difficulty finding implied information from texts. (2) Students lack good reading motivation so students feel bored in reading. (3) Lack of vocabulary mastery also hinders students' reading comprehension.

One of the solutions to this problem is by the teacher applying learning techniques so that students can receive information or material well, because with the existence of learning techniques teachers can help students explores information, skills, and express ideas. Learning techniques also serve as guidelines for learning designers in planning teaching and learning activities.

To help students monitor their reading practice and improve their reading comprehension skills, the learning technique that can be applied is CSR learning

technique, and this CSR technique has several strategies that are effective in teaching reading comprehension skills.

CSR is seen as being able to provide positive output for the community, attitudes, and improving student academic achievement. This technique is believed to provide opportunities for students to be involved in discussions, to increase their courage, share critical thinking and to expand their willingness to take responsibility for their own learning. (Gani *et al*, 2016).

According to Riswanto & Abidin (2012) states that CSR technique teaches students to use several understanding strategies when learning cooperatively. Strategies used include 1) preview is to provide continuous feedback 2) Click and click "decide" click "(I know) or "clunk" (I don't understand), 3) "Get the gist" of the most important part of the text, and 4) Warp up "key ideas". Basically, the purpose of CSR technique is to improve reading comprehension and make students learn optimally by working in groups, therefore CSR improves students' reading comprehension for students who have reading difficulties and CSR provides a positive for students who achieve high and average.

METHOD

This research method is quantitative descriptive with pre-experimental research design, this type of research only observes one main group and directs students throughout the study, no control group is compared with the experimental group. This type of pre-experimental research has several forms and this research uses the form of one-group pretest-posttest, this form of research has a pretest and posttest so that the results of the action can be known to be more accurate, because it can compare conditions before being given action. This form can be described as follows:

$$O_1 \text{ X } O_2$$

O_1 = Pre-Test Value (Before implementing the CSR Technique)

X = Use of the CSR technique

O_2 = Post-Test Value (After implementing the CSR Technique) (Sugiyono, 2017: 111).

Population is a place inclusive of objects topics which have trait and characteristic decides the researcher to be studied after which drawn conclusions (sugiyono, 2017).Whereas the sample is part of the number and trait by the populatin (Sugiyono, 2016).

The population that was taken as the object of the research was the 19 students of class IX B MTs. Mifthul Jinan Glugu, village Glugu, Dlangu Lamongan. Sampling in this research used a saturated sampling technique because the number of samples as less than 30 people. Sugiyono (2017) states that the sampling was saturated is a sampling technique when all members of the population are used as sample it is often used when the population less than 30 people. In this research, all members of the sample were 19 students of class IXB MTs. Miftahul Jinan Glugu.

The researcher took a sample from class IXB because based on interviews from the English teacher in the class it was feasible to be used as the object of research. And the reason the researchers took class IXB was so that it could help them to carry out the national exam.

To get the data, the researcher proceeded with test. According to Arikunto (2014:193) states that the test is a question or exercises that is used to determine the skills, intelligence, knowledge, abilities or potential of a person or group. The data collected in this research were multiple choice questions (pre-test and post-test). The procedure for conducting multiple choice tests is explained as follows:

1. Pre-test

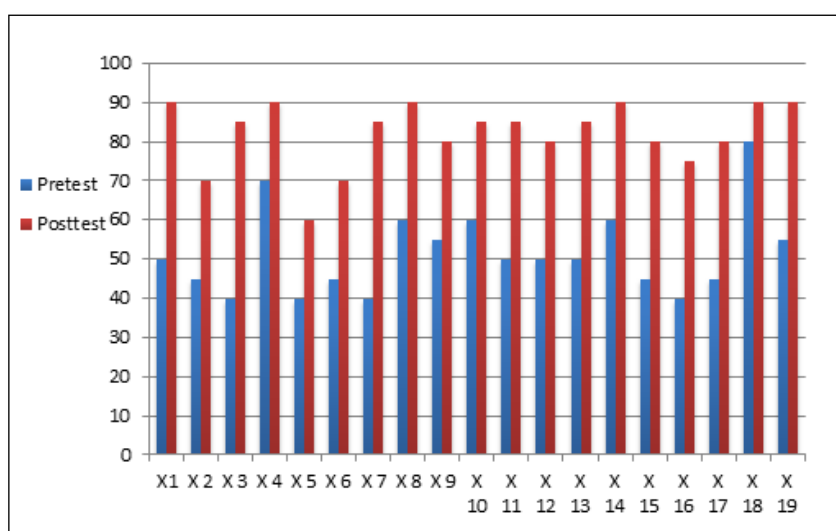
At the first meeting, the researcher gave a pre-test to the students. This is done to determine the students' scores in reading comprehension before being given treatment. The test is given to students to find out how far their ability in reading comprehension of the text is, the researcher uses narrative text because it is in accordance with the material in the class. Pre-test questions consist of 20 items in multiple choices.

2. Post-test

At the last meeting, the post test was given to students after doing treatment using CSR technique to determine the increase in students' reading comprehension. The post-test consists of 20 multiple choice items.

RESULT

In this research the results of students' reading comprehension can be seen from the evaluation in the form of giving pretest and posttest to students to find out the extent to which they understand the material being taught. Based on the results of the pretest and posttest, it can be seen that there is a significant increase, namely the results of the pretest before the CSR Technique was implemented an average score (mean) of 51.58 increased in the posttest after the implementation of the CSR Technique, the average score (mean) was 82.11. An increase in learning outcomes is also seen in the level of achievement with a standard completeness minimum learning (KKM) of 70 which in the pretest the level of student achievement is 10.5% and in the posttest it increases to 94.7%. The following is a graph of the results of the pretest and posttest



Picture 1: Graph of Increasing Pretest and Posttest Scores

The pretest value with blue and the posttest value in red, based on the graphics data above can be seen clearly that there is an increase in the pretest and posttest values obtained by students.

The increase in students' reading comprehension results can be seen from the test scores given to students before and after the implementation of the CSR technique. Then from the output table of the pair-sample T-Test with the basis of decision making, namely if $\text{sig. (2-tailed)} < 0.05$ then H_0 is rejected so H_a is accepted. The result of sig. (2-tailed) value in this research is $0.000 < 0.05$, so H_0 is rejected and H_a is accepted.

DISCUSSION

I. Significant effect before and after learning using CSR Technique for teaching reading Comprehension.

The significant influence can be interpreted that there are changes in the final condition after students receive learning marked with the ability of learning outcomes. Winarta & S, Friskilia (2018) states that learning outcomes are the end result of the learning process which is expressed in the form of numbers or letters that describe changes in student behavior, learning outcomes are the success of students in learning subject matter at school which is expressed in scores obtained from test results of certain subject matter. So that Taseman, et al (2020) emphasized that success in the learning process is strongly influenced by the role of teachers and students.

In this research the results of students' reading comprehension can be seen from the evaluation in the form of giving pre-test and post-test to students to find out the extent to which they understand the material being taught. Based on the results of the pre-test and post-test, it can be seen that there is a significant increase, namely the results of the pre-test before the CSR technique was implemented an average score of 51.58 increased in the post-test after the

implementation of the CSR technique, the average score (mean) was 82.11. An increase in learning outcomes is also seen in the level of achievement with a standard completeness minimum learning (KKM) of 70 which in the pre-test the level of student achievement is 10.5% and in the post-test it increases to 94.7%.

Furthermore, in a hypothetical test with the help of the IBM SPSS Statistics 20 computer programs. With the condition that if the value of Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted. The results of the significant level in this study are $0.00 < 0.05$, the same as the value of $t\text{-count} < t\text{-table}$, which means that there is a significant difference between students' reading comprehension before and after implementing CSR.

II. The effectiveness of CSR technique for teaching reading comprehension

Effectiveness means the success or failure of learning by achieving its goals. And if learning succeeds in achieving its objectives, the learning is said to be effective. The role of effective and innovative teachers is very necessary in building effective learning. Effective and innovative teachers will always think creatively and present good and fun learning in various ways, one of which is the use of CSR technique.

One of the learning technique that can be used to support the effectiveness of learning English reading comprehension is the CSR technique, this learning technique is a learning where learning activities are carried out in groups where the implementation is done by asking students to divide groups of at least 4/5 people and carry out CSR strategy in their respective groups which contains reading material, and then students are assigned to answer questions in the learning log given by the teacher.

With the CSR technique students learn metacognitive, namely the best strategy for more effective reading learning, which makes students more enthusiastic and motivated to be more active in learning to read with correct understanding. In accordance with the opinion of Riswanto & Abidin (2012) states that CSR is taught metacognitive by principle of planning, self-monitoring, and evaluating.

When CSR is done cooperatively, it shows the best of everyone involved, teachers can walk around the class and provide the necessary support, teachers also provide individual assistance to students who need feedback to the entire small group, or to the entire class. From the data above, it shows that the CSR technique is very effective, with this memorable learning that makes students more enthusiastic and motivated to learn English so that reading comprehension results can increase.

The increase in students' reading comprehension results can be seen from the test scores given to students before and after the implementation of the CSR technique, then from the output table of the pair-sample T-Test with the basis of decision making, namely if $\text{sig (2-tailed)} < 0.05$ then H_0 is rejected so H_a is

accepted. The result of sig. (2-tailed) value in this research is $0.000 < 0.05$, so H_0 is rejected and H_a is accepted.

In addition, it can be seen from the average value of students. The increase in students' reading comprehension results can also be seen from the mastery of learning with the Minimum Completeness Criteria (KKM) which is set at 70. It is proven in the results of the pre-test, from 19 students who took the test there were 2 students who finished studying and 17 students who did not finish studying with a learning completeness percentage of 10.5%, and post-test increased to 94.7%.

It can be seen that there is a significant increase between the students' average pre-test and post-test results before and after using the CSR technique so it can be concluded that the results of teaching using CSR technique are proven to be effective on students' reading comprehension.

From the description above, it can be concluded that the implementation of CSR technique is effective in learning students' reading comprehension. This is in accordance with several studies that have been carried out by several previous researchers, one of which is: Thesis Dicky Tinto Hermawan in this post-test the number of students who passed the post-test increased to 14 students out of a total of 25 students in the class who took the test. In addition, the total post-test score (1720) was higher than the total pre-test score (1510). With a mean of 60.4 pre-test and 68.8 post-test, it means that the students' scores increased and their reading comprehension improved.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of research and discussion, it can be concluded that there is a significant difference to the learning achievement of reading comprehension skills students in class IXB MTs. Miftahul Jianan Glugu between before and after using CSR technique. This is evidenced by the results of the pre-test which initially got an average score of 51.58 which increased in the post-test by getting an average score of 82.11.

Learning achievement of students' reading comprehension skills is also seen at the level of achievement with the Minimum Completeness Criteria (KKM) 70 which in the pre-test the student achievement level is 10.5% and in the Post-test it increases to 94.7%.

CSR technique is proven to be effective in learning to reading Comprehension. This is evidenced by the analysis of t-test pre-test and post-test reading comprehension skills. Then from the output table of the pair-sample T Test with the basis of decision making, namely if sig. (2-tailed) < 0.05 then H_0 is rejected so H_a is accepted. The result of the value of sig.(2-tailed) in this research is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted so that it can be concluded that the CSR technique effective in teaching reading comprehension at class IXB MTs. Miftahul Jinan Glugu.

Suggestion

The strategy in CSR is the best way to help them solve problems in reading comprehension, the use of CSR can help them read according to meaning of the text in english correctly. The researcher hopes that this research can bring benefits and the researcher suggestions for:

1. Policy Maker

Can be used as input in policy efforts to improve education in English subjects.

2. For Teacher

It would be great if the teacher used CSR technique as an opportunity to gain knowledge about students' reading comprehension. This is done so that teaching becomes not monotonous anymore, and students become extra energetic and enthusiastic in reading comprehension activities.

3. For Other Researchers

For other researchers who want to apply learning using CSR technique, they can develop it using other materials that are in accordance with the implementation of CSR learning strategies because in this research the material is very limited to fairy tale narrative text and for other researchers to make improvements in learning, to get better results good.

REFERENCES

- Abidin,M.,J.Zainol. & Riswanto. 2012. Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies perspectives. *Internasional Journal of Humanities and Social Science*, Vol.2 No.3: February 2021
- Arikunto, S. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Gani, S.A., Yunisrina, Q.Y. & Susiani, R. 2016. Progressive outcomes of collaborative strategic reading to EFL learners *Kasetsart Journal of Social Sciences*, (2016), <http://dx.doi.org/10.1016/j.kjss.2016.08.004>
- Gurning, B. & Aguslani, S. 2017. The Effect of Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension. *English Language Teaching*.Vol.10.No.11. 2017. <http://doi.org/10.5539/elt.v10n11p191>
- Hermawan, D.T. 2016 The Effect of Collaborative Strategic Reading (CSR) to the eighth grade student's reading Comprehension At SMPN 1 Gampangrejo Kediri in academic year 2015/2016. *Skripsi*.Kediri: Universitas Nusantara PGRI Kediri.
- Marinan. 2018. Pengaruh Kemampuan Membaca dan Minat Belajar terhadap Kemampuan Menulis Cerita Pendek. *Journal Pendidikan Bahasa Indonesia*. Jakarta: Vol.1,No.2.Agustus 2018,pp.178-187
- Mulyasa, E. 2006. *menjadi guru profesional: menciptakan pembelajaran kreatif dan menyenangkan*. Bandung:PT Remaja Rosdakarya Bandung
- Purwani, W.A. 2021. Learning Method Using Communicative Approaches to English Grammar Teaching. *Jurnal KARANGAN*, Vol. 03, No.01: 1-6. Februari 2021.

- Somadayo, Samsu. 2011. *Strategi Dan Teknik Pembelajaran Membaca*, PT: Graha Ilmu
- Sugiyono. 2016. *Metode Penelitian Pendidikan. Kuantitatif, Kualitatif, dan R&D* Bandung: Alfabeta, 2016
- Sugiyono. (2017. *metode penelitian pendidikan Kuantitatif, Kualitatif, dan R&D* Bandung: Alfabeta
- Taseman, et al. 2020. Meeting Standards through Integrated Curriculum: Point of View by Sussan M. Drake and Rebecca C. Bruns. *IJORER Journal*, Vol.1, No.1: 58-62. April 2020.
- S Friskilia, O & Winata, H (2018). Self regulated as predictors of student achievement at vocational high school. *Journal pendidikan Manajemen perkanoran* Vol. 3 No. 1, <http://ejournal.upi.edu/index.php/jpmanper> doi: 10.17509/jpm.v3i1.9454