

THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) TOWARD STUDENTS' ABILITY IN READING COMPREHENSION (A QUASI EXPERIMENTAL OF THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF UMB IN ACADEMIC YEAR 2016/2017)

Wilia Wulandari

*Postgraduate Students of University of Bengkulu, Indonesia
E-mail: wiliawulandari@gmail.com*

Abstract. This study aims to investigate the effect of Collaborative Strategy Reading (CSR) toward students' reading Comprehension. This research employed quasi experiment method. The population was all the third semester students of Muhammadiyah University of Bengkulu. The sample was class III.B as control group and class III.C as experimental group which consisted of 20 students in each class. The experimental group received treatments by using Collaborative Strategy Reading (CSR), while the control group was taught by using small group discussion. The both groups were taught for 4 meetings and studied reading comprehension by using the same topic for each meeting. Pre-test was given to the two groups before giving the treatment. It means that there was a significant difference between the two groups. The result showed that Collaborative Strategy Reading (CSR) gave positive effect toward the students' reading comprehension of the third semester students of Muhamadiyah University of Bengkulu. Finally, It is suggested that the teacher or lecturer to apply Collaborative Strategic Reading (CSR) as one of the alternative ways to improve students' reading comprehension.

Keywords: Collaborative Strategy Reading (CSR), Students' ability, Reading Comprehension.

Reading strategy is one of a fundamental factor in gaining success in academic field. Strategy plays a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation describe in the text (Graesser, 2007). Comprehension strategies are also regarded as deliberate and goal oriented processes used to construct meaning from text (Afflerbach, Pearson & Paris, 2008). In Particular, the use of deeper level of strategies such as predicting upcoming text content, generating and answering the questions, constructing self explanation and clarification, capturing the gist of the text, and monitoring comprehension seems to promote good reading comprehension (Mc Namara, 2007; National Reading Panel, 2000; Presley & Haris, 2006).

According to Klingner and Vaughn (1996) Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students. In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue Collaborative Strategic Reading is one of the strategies that had been proved to improve the students' comprehension. CSR combines four metacognitive and cognitive strategies: Preview (activating prior knowledge and analyzing text structure before reading), Click and Clunk (self-monitoring during reading), Get the Gist (finding the main idea during reading), and Wrap Up (generate questions and review after reading). CSR is multiple strategy program designed to teach reading comprehension with informational text (Klingner and Vaughn, 1998). It is applied to guide the students in groups or in pairs and to teach students to record what they have learned.

In spite of the importance of reading comprehension strategies, it would not surprising that reading researchers paid much attention on reading comprehension instructions recently Murphy, et al (2009). Therefore, Levine et al. (2000) stated that the ability to read academic texts is considered one the most essential skills that university students of English as a second language (ESL) and

English as a foreign language (EFL) need to acquire. However, the process of reading achievement such as the employment of strategies in reading become less major concern by many EFL/ESL college students (Mokhtary & Reichard, 2002). The exposure of using more strategies in reading should be strongly promoted by facilitating the students with a number of strategies as well as how they work in a real reading practice such as the one is being discussed in this paper, Collaborative Strategic Reading (CSR).

What is CSR?

Collaborative Strategic Reading (CSR) was found and developed by Klingner & Vaughn (1987). CSR is the comprehension strategy which combine modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987).

The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: Preview, Click & Clunk, Get the Gist and Wrap Up. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn.

Click & Clunk are self- monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. Get the Gist. Students identify the main ideas from reading to confirm their understanding of the information. Wrap Up provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension (Elkaumy, 2004). Figure 1 describes the four steps of CSR, Adopted from Sopris West Educational Services (Klingner et al., 2010).

Research Design

The design of this study is quasi experimental to get empirical data and investigated the use of Collaborative Strategic Reading toward students' reading comprehension. "Quasi-experimental design are meant to approximate as closely as possible the advantages of true experimental design" (Arikunto, 2003). As Sugiyono (2008) stated that "quasi-experimental non-equivalent pre-test post design is used when the study wants to see the effect of treatment where experimental and control group are not chosen randomly".

How is CSR Implemented?

Principally, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press). Collaborative Strategic Reading (CSR) employs four comprehension strategies, they are:

Strategy 1: Preview

Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Introducing preview step to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell you what they learn from previews by asking questions like the following:

- Do you learn who is going to be in the movie?
- Do you learn during what historical period the movie will take place?
- Do you learn whether or not you might like the movie?
- Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a)

brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge and predictions.

Strategy 2: Click and clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk. Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they understand – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading, after students identify clunks, the class uses "fix-up" strategies to figure out the clunks. The students use "clunk cards" as prompts to remind them of various fix-up strategies.

On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

- Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words you know.

As with the other strategies, students can be taught the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

Strategy 3: Get the gist

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 learned. When the students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 Ws and an H). It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understand.

The Roles of the Students in CSR

Students' roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Role should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the leader. Students can perform more than one role at a time, if necessary. Possible roles include the following:

a. Leader

This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

b. Clunk expert

This student uses clunk cards to remind the group of the steps to follow when trying to figure out and difficult word or concept.

c. Announcer

This student calls on different group members to read or share an idea. He or she makes sure everyone participate and only one person talks at a time.

d. Encourager

This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

e. Reporter

During the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generate.

The Roles of the Teacher

Once the teacher has taught the strategies and procedures to students and they have begun working in their cooperative learning groups, teacher role is to circulate among the groups and provide ongoing assistance. Teacher can help by actively listening to students' conversations and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. It is expected that students will need assistance learning to work in cooperative groups, implementing the strategies, and mastering academic content.

The Role of the Materials in CSR

The following materials may be helpful as teacher assists students to use both cooperative learning techniques and comprehension strategies.

For example, cue cards or sheets can be effective reminders of cooperative learning roles.

a. Cue sheets.

b. Reading Materials.

Hypothesis

"Hypothesis is researcher's tentative prediction of the results of the research findings" (Gay, 2000: 71). It means hypothesis states researchers' anticipation which concerns on the relationship between two variables in the research problem. It is formulated from the review of related literature based on the conducted research. Based on the review of related the literature above, the hypothesis is:

H 1: Students' reading comprehension taught by using Collaborative Strategic Reading are significantly better than those taught without using CSR at the third semester students of English Language Education Study Program of UMB.

H 0 : Students' reading comprehension taught by using Collaborative Strategic Reading are not significantly better than those taught without using CSR at the third semester students of English Language Education Study Program of UMB.

Findings

The research was conducted from the 11 st of January 2017– 18 th of January 2017 to the third semester students of English Language Education Study Program of Muhammadiyah

University of Bengkulu. The population of this research was the third semester students in academic year 2016/2017. The sample in this research was divided into two groups, they were III B as the control group and III C as the experiment group. The total number of sample was 40 students. At first, both groups were given pre-test, then they were given different treatments. The experiment group was taught by using Collaborative Strategic Reading (CSR) but the control group was taught by using small group discussion. Finally, the researcher gave post-test to investigate the differences in reading comprehension of both groups.

Pre-test Result

In the control group, the highest score was 66.7 achieved by 5 students and the lowest score was 33.3 achieved by 1 student. In other hand, the highest score in experiment group was 60 achieved by 1 student and the lowest was 40 achieved by 5 students. Furthermore, from the calculation it was found that the mean score of control group was 51.17 and the mean score of the experiment group was 49. In order to determine whether the research hypothesis is accepted or rejected, the t-test formula was applied in this research. The t-test was used to see whether the calculated indicates difference between the mean score of both groups. From the t-count of pre-test result, it showed that the t-count was 0.663, at degree of freedom was $20 + 20 - 2 = 38$, and p level was determined 0.5. The t-value at 0,05 and degree of freedom (df) in two tailed is 2.024. Thus the t- count was smaller than t-table which is $0.663 < 2.024$. Therefore, the null hypothesis was accepted and the alternate hypothesis was rejected. It can be concluded that there was no significant difference between the mean score of both groups. Both of them have the same level of ability and it means that those groups can be accepted as the sample of this research.

Post-test Result

In the control group, the highest score was 100 achieved by 4 students and the lowest score was 66.7 achieved by 2 students. In other hand, the highest score of the experiment group score was 100 achieved by 2 students and the lowest was 60 achieved by 2 students. Furthermore, from the calculation it was found that the mean score of control group was 82.83 and the mean score of the experiment group was 90.17. In order to determine whether the research hypothesis is accepted or rejected, the t-test formula was applied in this research. The t-test was used to see whether the calculated indicates difference between the mean score of both groups. The total score of t-calculation (t-count) of both groups was 2.771. Furthermore, the value of t-count was compared to the value of t- table at 0.05 (5%) level of significance and 38 degree of freedom (df). The value of t-table was 2.024, so t-count was higher than t-table ($2.771 > 2.024$). So, it can be concluded that there is a significant difference between control group and experiment group in reading comprehension.

Hypothesis testing

To test the hypothesis, the t-test formula was applied in this research. To know whether the t-obtained indicates a significant difference between the mean score of both groups, the t-test was used. Based on the calculation of the t-test of the pre- test result, it was showed that the t- count was 0.663, at degree of freedom was $(20 + 20 - 2 = 38)$, and p level was determined 0.5. The t- table value at 0.5 p level in two tailed is 2.024. The t- obtained was found lower than t-table ($0.663 < 2.024$). It can be said that the alternative hypothesis was rejected and the null hypothesis was accepted. It can be concluded that there is no significant difference between the pre-test results from both groups. From the result of the post-test calculation, the t- count was 2.771, while in the t- table value at 0.5 p level is 2.024. It means the t- count was higher than the t-table ($2.771 > 2.024$). It can be said that the alternative hypothesis was accepted and the null hypothesis was rejected. The researcher concluded that there is a significant difference between the mean score of experiment group and the control group. In other word, there is a significant difference in post-test results between the group that was taught with Collaborative Strategic Reading (CSR) and the group that was taught with small group discussion.

Discussions

From the result above, it can be seen the improvement made by the experimental group after it was given the treatment by using Collaborative Strategic Reading (CSR) technique. The treatment was given to the experiment group for four meetings. The students in the experiment group had more self-confidence to answer the questions. They enjoyed learning English and they focused on the lesson. The result of this research proves that a good teaching strategy can motivate students and make them focus in the process of learning. It means that Collaborative Strategic Reading (CSR) can improve students' reading comprehension.

In addition, it showed that the teaching reading comprehension through Collaborative Strategic Reading (CSR) technique can improve students' reading comprehension. It can be seen from the scores of the students who were taught through Collaborative Strategic Reading (CSR) technique were higher than the students who were taught by small group discussion. The improvement score that made by the students in the post-test in the experiment group indicated that Collaborative Strategic Reading (CSR) technique were effective in order to improve students reading comprehension. Furthermore, the students that were taught using Collaborative Strategic Reading (CSR) more creative and active compared to the students that are taught with small group discussion. The prove that the technique gave positive effect towards students ability in reading comprehension can be seen from the calculation of post-test result. The mean score in experiment group was higher than control group and it increased from the pre- test result. From the t-test calculation the t-count was compared to the value of t-table. T count was higher than t-table. The post-test result showed that t-count was 2.771 and t-table was 2.024.

In this research, Collaborative Strategic Reading (CSR) that is used in experiment group provides the students opportunity to reflect their inquiries and needs for further information in reading comprehension. According to Rizka (2011) the Collaborative Strategic Reading (CSR) helps students understand the different types of questions. So, the students can approach the task of reading text and answering a question. Klingner and Vaughn (1996) stated that Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students. In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue Collaborative Strategic Reading is one of the strategies that had been proved to improve the students' comprehension.

In contrast, students in control group that is taught by small group discussion are not able to explore their reading ability so that they got difficulties in answering the reading text. It is due to the teacher only asked the students to discuss the materials and do the tasks in group. In this strategy, the teacher's role is as a facilitator. Teacher has to facilitate whether students have problem in group or not and never blame their students but should be a good guide by overcoming students' problem. Although small group discussion make the students active, shared their idea, and interact during discussion class, it is still not capable to improve the students reading comprehension as well as what Collaborative Strategic Reading (CSR) does. It also can be happened because group discussion is the common teaching strategy that usually used by the teacher in teaching reading. While, through Collaborative Strategic Reading (CSR) the students found it as a new learning ways that make them more motivated to learn.

From the discussion above, it can be conclude that the students' reading comprehension taught by using Collaborative Strategic Reading (CSR) are higher than those who are taught by using small group discussion. Collaborative Strategic Reading (CSR) is proved as one of the technique that gives positive effect towards students' reading comprehension.

Conclusion

Based on the result in the previous chapter, it can be concluded that there is significant different between reading comprehension of the students who are taught by using Collaborative Strategic Reading (CSR) and reading comprehension of the students who are taught only by using small group discussion. The t-count was higher than t-table (2.771 > 2.024) by using the t-test calculation formula. It means that H1 (alternative hypothesis was accepted and Ho was rejected). It means that the treatment of Collaborative Strategic Reading (CSR) could be used as one of the

technique that could give the positive effect towards students' reading comprehension at the third semester students of English Language Education Study Program of UMB. Although small group discussions make the students active, shared their idea, and interact during discussion class, it is still not capable to improve the students reading comprehension as well as what Collaborative Strategic Reading (CSR) does. Collaborative Strategic Reading (CSR) was proved to give positive effect to the students' reading comprehension. It is found from the average score of experiment group was significantly higher than the average score of the control group in the post-test result. In sum, Collaborative Strategic Reading (CSR) is one of an effective technique to be applied in teaching reading comprehension.

References

- Anggeraini, Trie, Mukhaiyar and Hamzah. 2014. *The Effect of Question Answer Relationships (QARS) Strategy and Reading Motivation toward Students' Reading Comprehension on Descriptive Text at Grade X of SMAN 4 Lubuk Linggau*. Journal English Language Teaching (ELT): Volume 2 Nomor 1, Maret 2014.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2003. *Prosedur Penelitian; Suatu Pendekatan Praktek*. Jakarta: Bina Aksara
- Gay, L.R and P. Airisian. 2000. *Educational Research: Competencies for Analysis and Application (6th ed)*. New Jersey: Prentice Hall
- Goodman, K.S. 1995. *The reading process*. New York: Cambridge University Press.
- Grellet, Francois. 1999. *Developing Reading Skill*. Cambridge University Press
- Guthrie, J.T and Humenick, N.M. 2004. "Motivating students to read: Evidence for classroom practices that increase motivation and achievement". *The voice of evidence in reading research* (pp. 329-354). Baltimore: Paul Brookes.
- Heaton, J.B. 1995. *Writing English Language Test*. London and New York: Longman Inc.
- Iskandarwassid dan Sunendar. 2011. *Strategi Pembelajaran Bahasa*. Bandung: Remaja Rosdakarya.
- Klingner, J., & Vaughn, S. 1996. *Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language*. *Elementary School Journal*, 96, 275-293.
- Klingner, J., & Vaughn, S. 1998. *Using Collaborative Strategic Reading*. *Teaching Exceptional Children*, 30(6), 32-37.
- Krashen, S. 1993. "The Power of Reading". Englewood, CO: Libraries Unlimited
- Mahanani, Siwi. 2013. Keefektifan Penggunaan Strategi SCAIT (*Select, Complete, Accept, Infer, and Think*) dalam Pembelajaran Membaca Pemahaman Kelas VIII SMP Negeri 2 Wates, Kulon Progo. *Skrripsi*. Yogyakarta: FBS, UNY.
- Naniwarsih, Andi. 2010. *Using QARs Strategy to Improve Reading Comprehension Skill of Students of Tarbiyah Department of Muhammadiyah University of Palu*. Thesis. Graduate Program in English Language Education Stated University of Malang.
- Nunan, David et.al. 1996. *Voices from the Language Classroom: Qualitative Research in Second Language Education*. Cambridge: Cambridge University Press.
- Nunan, David. 2003. *Practical English Language Teaching*. Singapore: Mc Graw Hill
- Nuttal, Christine. 1996. *Teaching Reading Skill In A Foreign Language*. London: Heinemann.
- Pang, S., Muaka, A., Bernhardt, B., & Kamil, M. L. 2003. *Teaching reading*. Belgium: International Academy of Education.
- Rizka, Athia. 2011. *The Effect of Collaborative Strategic Reading toward Student's English Reading Comprehension at the Second Year of SMPN 1 Singingi Hilir*. Unpublished Thesis: State Islamic University of Sultan Syarif Kasim Riau.
- Sari, Carolin Diana. 2014. *The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement*. Unpublished S2 Thesis. Master in TEFL Program Widya Mandala Catholic University, Surabaya.
- Simamora, Rut Emi Febriyani. 2015. *The Effect of Using Collaborative Strategic Reading (CSR) on Students' Achievement in Reading Comprehension on Hortatory Exposition Text*. Unpublished Thesis: State University of Medan.
- Snow, C. E. 2002. *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: Rand Corporation.