

THE EFFECT OF COLLABORATIVE STRATEGY TOWARD THE READING COMPREHENSION

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah CSR berpengaruh positif terhadap kemampuan membaca pemahaman siswa. Desain penelitian ini adalah penelitian eksperimen semu. Teks yang dipilih peneliti adalah teks recount. Sampel penelitian ini adalah mahasiswa Jurusan Bahasa Inggris Universitas Mayjen Sungkono. Data dalam penelitian ini adalah nilai tes membaca yang dianalisis dengan menggunakan uji-t. Ditemukan bahwa ada perbedaan yang signifikan pada pemahaman membaca siswa yang diajar dengan menggunakan Collaborative Strategic Reading (CSR) dan siswa yang diajar dengan menggunakan Non Collaborative Strategy Reading (CSR). Penelitian ini terdiri dari 4 kali pertemuan. Setiap pertemuan terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Hasil post test menunjukkan bahwa rata-rata skor posttest pada kelompok eksperimen lebih tinggi daripada kelompok kontrol. Ketika Hipotesis Null H_0 diterima berarti tidak ada perbedaan yang signifikan dalam pemahaman membaca antara kelas yang diajar dengan menggunakan strategi membaca kolaboratif maupun tanpa menggunakan strategi membaca kolaboratif. Berdasarkan temuan tersebut, bertanda bahwa H_a diterima dan H_0 ditolak.

kata kunci: Pemahaman Membaca, Pembelajaran Kolaboratif, Teks Recount

Abstract: This research aimed to figure out whether CSR gives positive effect toward students' ability in reading comprehension. This reserach design was quasi experimental research. The text with which chosen by the researchers was recount text. The sample of this research were students in English Department of Mayjen Sungkono University. The data of this research was reading test scores which were analyzed by using t-test. It was found that there was significant difference on students' reading comprehension who were taught by using Collaborative Strategic Reading (CSR) and the students taught by using non Collaborative Strategy Reading (CSR). This study consisted of 4 meetings. Each meeting consisted of planning, execution, observation and reflection. The result of post test showed that the mean score of posttest higher in experiment than control group. When Null Hyphotesis H_0 was accepted it meant there was no difference significant in reading comprehension between class taught by using collaborative reading strategy nor without using collaborative reading strategy. Based on the finding, it signed that H_a was accepted and H_0 was refused.

Keywords: Reading Comprehension, Collaborative Learning, Recount Text

INTRODUCTION

Reading is one of the four language skills have an important role as a key to acquire knowledge. The process of learning as a means to gain more knowledge involves the ability to read. Through reading, one can gather information and communicate easily because it supplied an adequate vocabulary. According Somadayo (2011), reading is a means to learn about other desirable world so that people can

expand their knowledge and explore the messages the author in the text. Therefore, reading is an activity that must be done for anyone, especially for students. The strategy is a technique used to achieve a goal (Wassis & Sunendar, 2011). Strategy as pattern made by a teacher in the language learning process so that learners flexibility in thinking. Therefore, learning to read so that is going well, it is

necessary to strategy. Teacher should be able to create a conducive learning atmosphere and fun. Do not let their assumptions about the way teachers teach monotonous and saturate their true for students. Therefore, the use of strategies that fit the skills is one key to success in learning. Through the development of new strategy, expected to make students feel comfortable when following the English language learning.

One other strategy that can be used in teaching reading comprehension is a CSR strategy (Collaborative Strategic Reading). CSR strategy is a multi component strategy. This strategy was initiated by Palincsar and colleagues (Vaughn & Bos, 2009) argue that the use is more focused on expository text. The use of CSR strategy was applied to guide the students in groups or pairs, and teaching students to record what they have learned about learning. Based on the statement contained expository text that has the understanding and the characteristics of what is proposed in accordance Mulyana (2006). The characteristics of expository text are using language that tends denotative and rational.

CSR strategy are useful to assist students in learning reading comprehension. Reading more fun and students more easily understand the reading because this strategy is able to evoke the students' reading abilities demonstrate ways. CSR strategy do individuals and groups to find words that are considered difficult to then work together to find solutions. Therefore, the strategy CSR is expected to be one of the alternative strategy teacher in reading comprehension, which previously only using traditional strategy that lecture.

Infact, reading had very important role in learning process because reading comprehension determined the success of the students in learning many things

particularly in school. Without the skill of reading, they could not make satisfactory progress. More over, the students often failed in joining any courses because they did not like reading and they thought that reading was just fusing.

In this study, collaborative learning is believed as a technique which is expected to give significant impact for the students in comprehending a text. This technique should be interactive and more effective for students. Robert (2004) explains that collaborative learning is a learning method that uses social interaction as a means knowledge building. He also stated that the technique implies working in a group of two or more to achieve a common goal while respecting each individual's contribution to the work. Collaborative learning encourages the students to know how to learn and work together in a group to solve the problems that occurs in learning.

Besides, the students would be provided an interesting class room atmosphere in the process of teaching and learning. More over, by using this collaborative learning the students can easing understand it because they will do it collaboratively. It means that if they find problem, they can ask and share the problem with their friends in the group. The objective of this technique is to encourage individual accountability of group members (Mac, 2000). Each member of the group must have such kind of responsibility in their mind toward what they are leaning because group success belongs to all member of the group. Thus, collaborative learning definitely helps the students in learning. The objective of this research is to measure the effect of Collaborative Reading Strategy towards reading comprehension in recount text.

RESEARCH METHOD

The research design used in this study is a quasi-experimental research, for the effect of treatment to the other in controlled conditions (Sugiyono, 2012). The independent variables in this study are learning reading comprehension with CSR. This study design can be described as follows:

Tabel 1. Experimental Research

Category	Initial	Treatment	Post-test
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E	O1	X	O2
K	O3	–	O4

Information:

- O1 : The initial state of the experimental
- O3 : The initial state of control classes.
- X : The treatment using CSR Strategy
- O2 : Result votes experimental class after getting treatment
- O4 : Result grade ratings controls without treatment.

According to Sugiyono (2012), scheme is the mind that shows the relationship between the variables studied and reflects the type and number of issues that need to be answered through research. The scheme in this study was a simple scheme. Simple scheme is the scheme that consists of one independent and dependent variables. Scheme can be described as follows:

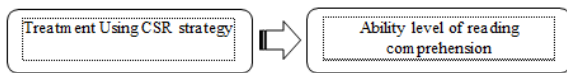


Figure 1. Chart Scheme Experiment Group

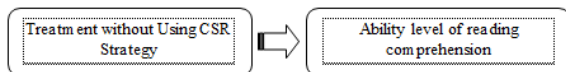


Figure 2. Chart Scheme Control Group

The scheme can be explained study variables either the experimental group or the control group. Two groups was charge post-test after treatment on reading comprehension using CSR Strategy or Non-CSR Strategy. Manipulation of treatment in this study form CSR strategy was given to the experimental group and the control group did not receive treatment CSR strategy. In the final stage, both the experimental group and the control group was subject to measurement in the form posttest reading understanding. The researchers would relate the treatment CSR strategy for the experiment class and using Non CSR strategy. In experimental class, researchers would test the students in learning the meaning of the text content recount text. Steps beginning, students were divided into groups and given a recount text with different titles. Each group consisted of 4-5 students. Having been given a recount text, were given around 2-3 minutes to mention what they view about the topic, title, keywords, images, table and other important information. The purpose was to make open previewing on topics spesific text, make prediction and measure interest treatment of the topic.

The researchers would give 5 minutes to read the question then they would discuss and find words which did not understood or difficult. The students could call click and clunk. And next, the researcher would give 15 minutes to read the text and write the answer that they had learned from the text about what the title, who, where or about what is important and the idea about people, places or other of the recount text. Finally, the reseachers wrapped up long as 10 minutes so that the student could determain question

which helped to understand important information in later reading reflect on what they had learned.

It included reviews of steps and then each group was also working on related problems of recount text each in gather. To each representative of a group, students came forward to tell the contents of the story in their own words that had been discussed with their group. Students were able to understand the meaning and content of the story the included from recite and review process.

In contrast to the control class, the researchers would conduct experiments in a different way, namely by providing recount text along question with the same title. Here, students learnt individually and given time to read and worked on the matter. Before the students did the post-test, the researchers explained about the definition of recount text. The last, between the experimental class and control class were given post-test.

The population in this study were students of English Department of Mayjen Sungkono University in Mojokerto. There were 24 students in experiment group and 23 students in control group. They were selected in random. The independent variable of this research was the application of the collaborative reading strategy. The dependent variable of this research was students in reading courses. The instruments were tests, questionnaire and observation. The criteria on scoring in questionnaires and observation sheets were the reflection of students' choice. The test consisted of 50 multiple choice questions for 5 Recount texts. Each class had one meeting for the test and the students have 90 minutes to finish the test. The score for each number was 2. If the students answer all item correctly, they would get scores 100 ($2 \times 50 = 100$).

The researchers would identify if there was any significance achievement reading comprehension in the experimental group after taught by using collaborative reading strategy by proving the hypothesis with *t*-test determined. Then the researchers compared the *t* value and *t* table. The researchers had to find out the value of *t* table based on the significance level 5%. To find out the value of *t*-table, the researchers had to calculate the degree of freedom (df). Then, if *t* value is bigger than *t*table ($t_{\text{value}} \geq t_{\text{table}}$), the Null Hypothesis (Ho) was rejected. It meant there was not positive effect of CSR strategies used in teaching reading

comprehension. If t_{value} was smaller than t_{table} ($t_{\text{value}} \leq t_{\text{table}}$), the alternate hypothesis (H_a) was recognized. It meant there was positive

effect of CSR strategies used in teaching reading comprehension.

RESULTS AND DISCUSSION

After the researchers implemented this strategy for four times, the researchers gave a post-test. This post-test required the students to read down their experiences in a recount text by using collaborative reading strategy. The result was good. The result of post-test score in experimental class was explained in the following table:

Table 2. Post-test score in experimental class

No	Students' Initial Letter	Post-test Score
1	AH	70
2	AS	74
3	AY	78
4	ADP	76
5	CBP	70
6	EF	76
7	FD	90
8	IF	80
9	MFR	80
10	MH	82
11	MN	90
12	MIS	70
13	MLI	70
14	MDFA	90
15	MFI	70
16	MLR	74
17	NS	80
18	RF	76
19	SJA	70
20	SNH	90
21	VNM	90
22	NAZ	84
23	RPR	80
24	WAS	80
1890		
79		

From the result score above, the researchers concluded that the highest score in experimental class was 90 and the lowest score was 70. The average score in this class was 79. It meant that collaborative reading strategy was effective when it was implemented in reading activity.

The reading students' ability taught by using non-collaborative reading was lower than the students were taught by using collaborative reading strategy. In this research,

the researcher also gave four treatments in control class. It was same as experimental class but there was a difference step in the treatment where the students in control class were not given collaborative reading strategy.

The students just drafted their ideas and developed it into sentences. In the control class, there were some students who got the score below the average. The result of post-test score was explained in the following table:

Table 3. Post-test score in control class

No	Students' Initial	Post-test Score
1	ANA	84
2	ARY	80
3	FL	72
4	FN	74
5	KSP	64
6	LR	62
7	MA	80
8	MS	60
9	MRB	74
10	MSR	66
11	NV	70
12	NM	74
13	NLN	74
14	NLRA	74
15	RA	74
16	RMU	62
17	RLA	72
18	SAL	64
19	AM	68
20	ES	78
21	FIU	60
22	MA	64
23	SF	68
1618		
70		

From the result score above, the researchers concluded that the highest score in control class was 84 and the lowest score was 60. The average score in this class was 70. It meant that collaborative reading strategy was less effective when it was implemented in reading activity.

Then the researchers analysed. The researcher used this formula:

$$\bar{X} = \frac{\sum x_i}{n}$$

a. Mean score in experimental class

$$\bar{X} = \frac{1890}{24}$$

$$\bar{X} = 79$$

b. Mean score in control class

$$\bar{X} = \frac{1618}{23}$$

$$\bar{X} = 70$$

From the calculation of the mean score above, it had been known that the mean post-test score in experimental class was 79 and the mean post-test score in control class was 70. It showed that the mean score in experimental class which taught by collaborative reading strategy was higher than the mean score in control class which taught by non-collaborative reading strategy.

Next step, the researchers used the mean score of each class to count the standard deviation and varians. It was also used to test the homogeneity of the sample. Before counting the standard deviation and variants, the researchers counted out the difference value between each student score and the mean score in experimental class and control class. The deep calculation about it was explained in the following table:

Table 4. The table of difference value in experimental class

No.	Students' Initial Letter	Score (X ₁)	Mean (x̄)	(x _i - x̄)	(x _i - x̄) ²
1	AH	70	79	-9	81
2	AS	74	79	-5	25
3	AY	78	79	-1	1
4	ADP	76	79	-3	9
5	CBP	70	79	-9	81
6	EF	76	79	-3	9
7	FD	90	79	11	121
8	IF	80	79	1	1
9	MFR	80	79	1	1
10	MH	82	79	3	9
11	MN	90	79	11	121
12	MIS	70	79	-9	81
13	MLI	70	79	-9	81
14	MDFA	90	79	11	121
15	MFI	70	79	-9	81
16	MLR	74	79	-5	25
17	NS	80	79	1	1
18	RF	76	79	-3	9
19	SJA	70	79	-9	81
20	SNH	90	79	11	121
21	VNM	90	79	11	121
22	NAZ	84	79	5	25
23	RPR	80	79	1	1

24	WAS	80	79	1	1
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Table 5. The table of difference value in control class

No.	Students' Initial Name	Score (x ₂)	Mean (x̄)	(x ₂ - x̄)	(x ₂ - x̄) ²
1	ANA	84	70	14	196
2	ARY	80	70	10	100
3	FL	72	70	2	4
4	FN	74	70	4	16
5	KSP	64	70	-6	36
6	LR	62	70	-8	64
7	MA	80	70	10	100
8	MS	60	70	-10	100
9	MRB	74	70	4	16
10	MSR	66	70	-4	16
11	NV	70	70	0	0
12	NM	74	70	4	16
13	NLN	74	70	4	16
14	NLRA	74	70	4	16
15	RA	74	70	4	16
16	RMU	62	70	-8	64
17	RLA	72	70	2	4
18	SAL	64	70	-6	36
19	AM	68	70	-2	4
20	ES	78	70	8	64
21	FIU	60	70	-10	100
22	MA	64	70	-6	36
23	SF	68	70	-2	4

After getting the number of difference scores in each class, the researchers continued to find out the standard deviation and variants in each sample.

a) Experimental Class

$$S_1 = \sqrt{\frac{\sum(x_i - \bar{x})^2}{(n-1)}}$$

$$S_1 = \sqrt{\frac{1208}{(24-1)}}$$

$$S_1 = \sqrt{\frac{1208}{(22)}}$$

$$S_1 = \sqrt{52,5}$$

$$S_1 = 7,24 \text{ (Standard Deviation)}$$

$$S_1^2 = 52,41 \text{ (Varian)}$$

b) Control Class

$$S_2 = \sqrt{\frac{\sum(x_2 - \bar{x})^2}{(n-1)}}$$

$$S_2 = \sqrt{\frac{1024}{(23-1)}}$$

$$S_2 = \sqrt{\frac{1024}{(22)}}$$

$$S_2 = \sqrt{46,5}$$

$$S_2 = 6,81 \text{ (Standard Deviation)}$$

$$S_2^2 = 46,37 \text{ (Varian)}$$

From the calculation above, the researcher concluded that the standard deviation of sample 1 (X₁) was 7,24 and varian was 52,41. The standard deviation of sample 2 (X₂) was 6,81 and varian 46,37.

Before testing the hypothesis, the researchers examined the homogeneity of each sample varian. In testing the varian homogeneity, the researchers used Fischer (F) formula. The variants were homogeny if the value of F was lowest or equal (F_h ≤ F_t) than the value of F_{table} in significant (α = 0,05). The

explanation of the varian homogeneity was explained below :

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$F = \frac{52,41}{46,37}$$

$$F = 1,13$$

After getting the value of F , the researchers compared it with F_{table} ($df_1 = N_1 - 1 = 23 - 1$; $df_2 = N_2 - 1 = 24 - 1$). Based on $df_1 = 22$ and $df_2 = 23$ with significant = 5% ($\alpha = 0,05$) the researchers found that the value of F_{table} was 2,04. After the researchers compared value of F_h with value of F_t , the researchers concluded that F_h was lowest than F_{table} ($1,13 < 2,04$). It meant that H_0 was rejected and H_a was accepted. It signed that the variance was homogeny. The result of this test was used to test the hypothesis.

In this research, the researchers used t-test formula to test the research hypothesis. Like the researcher had explained in the chapter three, there were two t-test formulas in testing the hypothesis with two independence sample. They were separated variants and polled variants. After the researchers knew that the variants were homogeny ($\sigma_1 = \sigma_2$) and the number of samples in experimental class was different with the samples in control class ($n_1 \neq n_2$), the researcher used polled variants t-test formula for testing the hypothesis as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

which :

$\bar{X}_1$ = The mean of Experimental group scores

$\bar{X}_2$ = The mean of Control group scores

s_1^2 = Variance of Experimental group

s_2^2 = Variance of Control group

s_1 = Standard Deviation of Experimental group

s_2 = Standard Deviation of Control group

n_1 = Number of Experimental group

n_2 = Number of Control group

$$t = \frac{79 - 70}{\sqrt{\frac{(24 - 1)52,41 + (23 - 1)46,37}{24 + 23 - 2} \left(\frac{1}{24} + \frac{1}{23} \right)}}$$

$$t = \frac{9}{\sqrt{\frac{(23)52,41 + (22)46,37}{45} (0,041 + 0,043)}}$$

$$t = \frac{9}{\sqrt{\frac{1205,43 + 1020,14}{45} (0,084)}}$$

$$t = \frac{9}{\sqrt{\frac{2225,57}{45} (0,084)}}$$

$$t = \frac{9}{\sqrt{49,45 (0,084)}}$$

$$t = \frac{9}{\sqrt{4,15}}$$

$$t = \frac{9}{2,03}$$

$$t = 4,43$$

From the result of calculation above, the t-total obtained value of the research was 4,43 with degree of freedom (df) was ($24 + 23 - 2$) = 45 and level significant 5% ($\alpha = 0,05$), so the value of t-table was 2,02. It meant that t-obtained value was higher than t-table ($t_o > t_t$).

The result of the t-test was used to refuse the H_0 (there is no difference significant in reading comprehension between students taught by using collaborative reading strategy nor without using collaborative reading strategy) and to accepted H_a (the students taught by using collaborative reading strategy achieve better score in reading comprehension than those who taught using non-collaborative reading strategy). Because the t-obtained was higher than t-table, it meant that H_a was accepted and H_0 was rejected.

CONCLUSION

The students' ability in reading after taught by using collaborative reading strategy was very good. It meant that collaborative reading strategy arise the students' ability to get the ideas and to develop it. Not only that, collaborative reading strategy also made the students became easier to develop their feeling and expressed them into reading. Beside of that, collaborative reading strategy also made the students can read the sentences in a paragraph in good structure. The students also had more motivation when this strategy

was implemented in the class. In short, collaborative reading strategy was an appropriate strategy to read a text, especially recount text.

Referred to the result of the study, the researchers had suggestion for future researchs. Ccollaborative reading strategy was the suitable strategy to be implmented in reading activity. By using this strategy, teacher could help students to develop their ideas and combine them chronologically. This strategy was also suitable to practice students' brain to

work synergy.

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