

Improving Students' Reading Ability Through Collaborative Strategic Reading At Eight Grade SMP Nasional Karimbow

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Abstract : On the other hand, reading proficiency for SMP Nasional Karimbow students remains low. Students have certain challenges when it comes to developing their reading comprehension, particularly when it comes to understanding narrative texts. Students find it tedious to work with narrative texts because they find it hard to understand the content and come to their own conclusions about it. This study was carried out at SMP Nasional Karimbow, which is situated in North Sulawesi's East Motoling, South Minahasa District. The research was carried out in Mei 2023. The eighth grade students of SMP Nasional Karimbow participated in this study during the academic year 2022–2023. The researcher produced study instruments in the form of pre- test and post- test to tests students' abilities before and after carrying out the treatment. The researcher employed testing in this study. Students take two different types of tests: a pre-test prior to CSR and a post-test following CSR. Studies conducted in the tenth grade at SMA Swadhama Werdhi Agung in 2022–2023 suggest that CSR could enhance reading comprehension. 46.25 was the pre-test score (X), and 81.42 was the post-test score (X). In the SMP Nasional Karimbow narrative text on reading comprehension, collaborative strategic reading is beneficial.

Keywords: *Reading Ability, Collaborative Strategic Reading (CSR), Narrative Text*

INTRODUCTION

One of the most crucial elements of communication is English, which is utilized as a medium of exchange between nations worldwide. There are four competencies that you must master. Talk, listen, read, and write. Along with the other three language skills, reading comprehension is one of the most crucial language abilities,

and this is why the researcher is interested in it. Reading helps you learn and comprehend the English language. Reading interest in the class is shifting. Since most teachers are sadly ignorant of this circumstance, it is imperative that they be able to select acceptable and adequate techniques in order to encourage their pupils to read strategically in cooperative groups. Using a tailored approach to reading education is one way teachers are attempting to help kids become better readers with comprehension. In order to make the most of their lessons, teachers should work closely with students on their reading assignments. It is comparable to problem-solving through group discussion and collaboration. Students can exchange talents and hone their skills in small groups. Every student will take part in this group as they investigate significant issues and produce worthwhile projects. This method is referred to as the collaborative strategy reading method. Arik Susanti et al. (2020) claim that CSR is a reading technique that has been in use since 1980 due to its benefits. According to Brown (2008), Salomon and Globerson (1989), Lin et al. (2011), and Brown (2008), it can first enhance students' motivation, critical thinking, and collaborative learning. To increase their reading comprehension in RSE, students must actively engage in the language learning and teaching process. Second, according to Grabe (2009: 233), various reading strategies can be integrated with cooperative learning tactics. This suggests that using this method to increase pupils' reading comprehension will be more successful. Reading is an intricate task. Vocabulary, standards, and a desire to read are necessary. But his low vocabulary hinders his ability to learn. On the other hand, it was nevertheless discovered that SMP Nasional Karembo students had inadequate reading comprehension abilities. Pupils believe that learning to read is challenging, particularly when it comes to comprehending the story's text. Because students must assist other students in understanding the plot, the book is perceived as dull by the pupils. Additionally, as they read the texts assigned by the teacher, pupils encountered a lot of unfamiliar vocabulary because they had to have

a good background understanding of the literature. Students' interest in reading decreased as a result, and they also performed worse on reading comprehension tests. In this instance, the teacher's involvement is crucial to the growth of the pupils' text comprehension abilities. In order to assist students get the most out of their reading classes, teachers, acting as facilitators for their students, must choose and prepare pertinent materials. In addition, educators can create opportunities for kids to enjoy reading and improve their comprehension skills. In relation to the above explanation, the researcher wants to conduct a study titled "Improvement of Students' Competence Through Shared Reading (CSR) in Grade 8 SMP National Carimbou" to investigate whether the implementation of Collaborative Strategic Reading (CSR) will improve students' reading comprehension especially in narrative texts in Grade 8 SMP National karimbow.

RESEARCH METHOD

The research design, study site, population, sample, research tools, and data collection methods are all covered in this chapter. The pre-post design comprises a pre-test (O1), a group that got the treatment (X), and a post-test (O2). The design is a one group pre-experimental design. Students take a pre-test prior to receiving treatment, and they take a post-test following that. The project was announced as follows:

Pre- Test	Treatment	Post- Test
O1	X	O2

In this research will use pre-experimental design with pre-test and post-test design. It aims to find out the effect of using Collaborative Strategic Reading(CSR) to improve

reading comprehension on narrative text at the eight grade of SMP Nasional Krimbow.

The design of this study can be illustrated as follow:

Where:

O1: Pre-test

X : Treatment

O2: Post-test

Location and Duration

The location of this research at SMP Nasional karimbow. The duration of the research is 3 months.

Subject of the Research

The population of the research was the eight grade students' of SMP Nasional Karimbow in academic year 2023/2024.class VIII , The total eight graders are 11 students.

The sampling technique used in this study is purposive sampling. Only one class was selected as the sample, namely grade eight, and the total sample size was 11 students. The researcher chose a memo as the first eight samples. This is because in this class, students had a great motivation to learn English and have Momille's abilities in reading skills.

Data Analysis

The design of this research can be seen in the table below Sugiyono, 2010. In analyzing the obtained data, the writer use a mean score formula:

$$x = \frac{\sum x}{n}$$

X = Mean Score of student in pre-test and post-test

$\sum x$ = Total Score

N = Number of Students

$$\text{Standard deviation}(s) = \sqrt{\frac{\sum(x^1-x^2)^2}{n-1}}$$

Where :

S: The standart deviation

Σ : The sum of x : the mean score of students on pre-test/post-test

n : The total number of student

FINDINGS AND DISCUSSION

This research conducted at SMP Nasional Karimbow, which is located at East Motoling, South Minahasa District, North Sulawesi. The time of research was conducted during Mei 2023. This research carried out on the eighth grade students of SMP Nasional Karimbow in Academic Year 2022/2023.

Findings

To examine students' abilities before and after the treatment, the researcher created research instruments in the form of pre- and post-tests. This is a quantitative study that SMP National Carimbo School's eight grade 8 pupils participated in. To gather information, a multiple-choice exam was employed. The purpose of this study was to determine if eighth-grade students' reading comprehension is enhanced by collaborative strategic reading (CSR). Reading comprehension ratings from the pre- and post-tests indicate that.

Table 1. The data of students in T1 (pre-test) and T2 (post-test)

No	Student	Pre-Test (T1)	Post-test (T2)
1	AS	40	56.5
2	CK	40	66
3	DH	60	83
4	EM	62	87
5	FL	69	91.5
6	JT	40	56
7	KL	56	72
8	KU	54	67
9	PL	60	83.5
10	RK	40	52
11	TT	65	90.5
	Σ	586	805
	\bar{X}	53.27	73.18

Based on the statistics, students of the 11 test-takers in table 1 might improve their exam scores. The mean score of computation above:

$$n = 11$$

$$\bar{X} = \frac{\Sigma X}{n}$$

$$= \frac{586}{11}$$

$$= 53.27$$

The result of computation of mean score of pre-test above that the mean score was 53.27 The mean score of computation above:

$$N = 11$$

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

$$= \frac{805}{11}$$

$$= 73.18$$

The result of computation of mean score of post-test above that the mean score was 73.18

Table 2. Frequency distribution matrix of pre-test (T1)

Scores	Tally	Frequency	Freq-%
69	I	1	3.57%
65	I	1	3.57%
62	I	1	3.57%
60	II	2	7.14%
56	I	1	3.57%
54	I	1	3.57%
40	IIII	4	14.28%

Table 2. revealed that of the 11 students participated in the pre-test. There were one (1) student with the highest score of 69 points. While four (4) students had the

lowest score of forty (40), one (1) students obtained sixty five(65), one (1) students reached sixty two (62), and two students achieved sixty (60). Both fifty six (56) and Fifty four (54) were accomplished by two (2) students.

Table 3. Frequency distribution of post-test (T2)

Scores	Tally	Frequency	Freq-%
91.5	I	1	3.57%
90.5	I	1	3.57%
87	I	1	3.57%
83.5	I	1	3.57%
83	I	1	3.57%
72	I	1	3.57%
67	I	1	3.57%
66	I	1	3.57%
56.5	I	1	3.57%
56	I	1	3.57%
52	I	1	3.57%

Table 3 demonstrates that one student, out of the eleven who sat the final exam, received the highest score of 91 points 5 (91.5). Every pupil was awarded a distinct quantity of points: 95 point one (1) student, 87 point one (1) student, 83 point five (1) student, 82 point one (1) student, 72 point one (1) student, 67 point one (1) student, 66 point five (1) student, 66 point one (1) student, 68 point two (1) student.

Table 4. The mean score of pre-test and post- test

	Pre-Test	Post-test
Mean Score [\bar{X}]	47.81	73.18

Discussion

This study aims to assess the eighth-grade students at SMP Nasional Karimbow's capacity for collaborative strategic reading (CSR). This study found a substantial difference between the pre- and post-test results. The results show that the post-test scores were higher than the pre-test results after the post-test was administered. It proves that teaching reading comprehension using collaborative strategic reading (CSR) is effective. Using collaborative strategic reading (CSR) to improve students' reading comprehension abilities is known as effective reading comprehension. Even if some students will not perform well, the most important thing is the highest post-test score.

Pre- and post-tests were administered by the researcher as research tools. The exam materials were given out. The test was multiple-choice in nature. Each of the pre- and post-tests had twenty multiple-choice questions with a point value of five. The narrative question posed by the instructor was Golden EGGS and The Fish. Tables 1, 2, and 3 demonstrate the differences in pre- and post-test scores. Scores on the post-test increased. It alludes to a technique that affected their comprehension of story material. Data showed 11 students took the test. Two students received a score of 20, and four received a score of 65 on the pre-test. Two students earned 55 and one student scored 100 on the second post-test.

4 Pre-test (T1) average was 47.81, post-test (T2) average was 73.18. This research compared pre-test and post-test data, The highest score received after the post-test. Reading comprehension was remained low between the pre- test and post-tests. After (CSR) treatment, the students' reading comprehension skills may increase, helping them understand text.

It is necessary to make an attempt to encourage pupils to read for pleasure and habit as reading comprehension skills are a critical need for them. Reading is very important in English classes since the way English is taught now differs greatly from how it was taught in the past. One of the English language skills taught in schools is reading comprehension. The primary objective of studying English is to be proficient in reading and comprehending English-language content.

The goal of teaching English in schools, from elementary to upper levels, is to help students comprehend the content necessary to comprehend the many kinds of English-language texts, according to the Freedom curriculum. Students need to be able to apply different types of literature in everyday situations in addition to comprehending them. Students today face greater challenges when learning English. Pupils need to expand their vocabulary. Students need to be proficient readers in order to increase vocabulary. Students need to enjoy and be able to read in order to read well. (Manuas, Tatipang & Pratasik, 2022).

In actuality, a large number of students still dislike reading for a variety of reasons that have an impact on their ability to learn (Tatipang et al., 2022). One of these stems from a lack of reading passion and skills, particularly in reading comprehension. The extremely short amount of time allotted is still another factor. Because there are typically very few resources available for learning outside of the classroom, the atmosphere in the classroom is also

extremely dull. Typically, pupils only read predetermined textbooks. This is a result of pupils just purchasing the books that the school requires them to.

If all the students have to do is complete a teacher-given homework, they want to search for books or other reading materials. As a result of insufficient practice, pupils are unable to read proficiently. Given the aforementioned information, it is seen to be critical to identify solutions, such as encouraging students to read more literature through the CSR technique, in order to increase their motivation and desire to read. When teaching pupils to read, the teacher wants them to be able to comprehend what they read and critically analyze it without being hindered by their incapacity to grasp terminology and structure. Even kids are expected to be independent readers, able to read without assistance from the teacher.

It can be difficult to match the right teaching strategy to the students' skill level and the subject matter that needs to be covered (Liando, Tatipang & Lengkoan, 2022). Sadly, it is discovered that the students find the teacher's materials to be boring. The reading materials do not fit the needs, conditions, or abilities of the students. Additionally, because the topics are unfamiliar to the students, it is discovered that the reading materials have no bearing on their everyday lives. When selecting resources, some teachers fail to take into account the information, needs, and level of comprehension of their pupils. If the students are familiar with the content and it is relevant to their lives, they will be able to understand it more readily.

Since technique is the foundation of classroom learning, using the right learning resources and methods will also encourage student participation, pique their attention, and foster a positive learning environment. As a result, instructional strategies that can motivate and compel students to actively read

in English are imperative (Lumentut & Lengkoan, 2021). Teachers can then employ this strategy to help pupils become more proficient readers of English texts.

Reading comprehension depends heavily on vocabulary (Liando et al., 2022; Andries et al., 2019). Without understanding the meaning of the majority of the words, readers cannot comprehend what they are reading. According to Delli Sabudu (2019), Because we already know similar information or have experience with the words we recall, they are easily retained in our memory and retrievable. Given that we are unfamiliar with the terms, it is easy for us to forget them. Students find it extremely difficult to understand the material when they have limited vocabulary. There are occasions when students should consult a dictionary if they come across a new word while reading. Comparable to what Dian Novita (2018) says Furthermore, "98–99 percent" of the words in a given chapter should be understandable to readers who read fluently. Learning new words still frequently presents a challenge for kids when it comes to text processing. As a result, it is difficult to meet the minimal requirements for reading proficiency. Developing a strong, precise vocabulary is arguably the best method to improve your reading skills permanently, and the only way to do this is to read a lot.

Collaborative Strategic Reading (CSR) is one method that can be utilized in schools to help students learn how to read in German. This method combines cooperative learning (also known as reciprocal teaching) with cooperative learning. Klingner and Vaughn employed this method for the first time in 1998. With this method, the instructor helps the class read comprehension texts while fostering constructive teamwork among the five members of the class. There are four stages to this CSR technique: preview, which is the method of gathering information prior to reading the content; click and clunk, which is the

stage of gathering information while reading the text. The third step is called "get the gist," where students will draw conclusions about the reading's major topic. The last step is called "wrap up in," where students will pose questions and draw conclusions regarding what they have learned. Text processing is viewed by many foreign language learners as a challenging subject, according to Dian Novita (2018). When unfamiliar vocabulary is encountered, such as cohesive devices, lexical cohesiveness through synonym series, the removal of objects in relative pronouns, and so on, foreign language readers may have difficulty. To put it briefly, pupils find it simpler to deduce the meaning of a given text when they are able to distinguish every linguistic aspect. Researchers look for answers to issues pertaining to English reading skills in the field by utilizing the Collaborative Strategic Reading (CSR) technique. Based on the aforementioned research findings, the investigator can demonstrate that the efficacy of utilizing Collaborative Strategic Reading (CSR) strategies in enhancing English reading proficiency is verifiable and validated.

Conclusion

The researcher might get the conclusion that in 2022–2023 CSR might enhance reading comprehension based on the discussion above. 46.25 was the pre-test score (X), and 81.42 was the post-test score (X). Collaborative strategic reading in SMP Nasional Karimbow narrative text on reading comprehension is effective.

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