

## **THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN TEACHING STUDENTS' READING COMPREHENSION AT SMP NEGERI 2 ERIS**

**RISALDI MOSE, NIHTA V. F. LIANDO, TRULLY WUNGOW**

*Faculty of Languages and Arts*

*Universitas Negeri Manado*

*Corresponding author: [nihtaliando@unima.ac.id](mailto:nihtaliando@unima.ac.id)*

*Received: 07 September 2022*

*Accepted: 27 September 2022*

*Published: 28 September 2022*

**Abstract:** This study aimed to determine students' reading comprehension ability in narrative text by using Collaborative Strategic Reading (CSR) as a strategy in learning at students of SMP Negeri 2 Eris. The research approach used in this study is a quantitative method using pre-Experimental design and for the sample of this research, namely the eighth-grade students of SMP Negeri 2 Eris, consisting of 18 students. For the research instrument, the writer used 4 reading texts with 20 questions in it and the writer divided the meeting into 3 meetings to taught the students. All the data that collected taken from the test that is pretest results is 51 and the posttest is 86. The students score achievement from pretest to posttest is 35. The results of this study show that the implementation of collaborative strategy reading can improve student reading comprehension in narrative text and this strategy can be a solution for lack of students' reading comprehension.

**Keywords:** *Reading Comprehension, Collaborative Strategy Reading (CSR), Narrative Text, Increasing*

### **INTRODUCTION**

English is one of the languages that are currently widely used in all countries in the world, even many countries that have made English as their second language (Liando, Tatipang & Lengkoan, 2022). Now if we look again at the environment around us, then we can see that English has been widely used both in the political, economic, health, technology, science and education sectors. In the world of education, English is taught so that students can compete in the international world and can learn the science that exists around the world (Tumbal, Liando & Oliy, 2021).

Reading comprehension is one's ability to understand, analyze and respond to the intent of a reading text. According to Hornby (1998) in (Rahman, 2016) "reading

comprehension is not just reading with a loudly voice but reading is established to understand the meaning of words, sentences, and paragraph senses relationship among the ideas". Kalangi, Liando and Maru (2019) also stated that "Reading comprehension is a multifaceted interaction because to read means to understand or to comprehend meaning from printed words or material". In addition, Tatipang, Oroh and Liando, (2020) stated that "reading comprehension is a skill that should be mastered by students and of course it must be further improved and this occurs in the student learning process, in this case learning English. Therefore, if the students read the text and they don't understand about the context of the text, it means they can be said that they are fail in comprehension. Reading activities are an activity that must be done by all students who are in the education level. But, are they able to understand the meaning of the reading text? Reading comprehension is very important for students because it can help improve writing skills to be more effective and can also increase students' focus in order to read for a relatively long time.

Liando, Pajow and Maru, (2021) and Somba, Liando & Kumayas, (2022) stated that "as a teacher we must understand and pay attention to the students in learning process". Therefore, Innovative, creative and effective learning methods can help students as well as teachers in learning. One method that is considered to improve students' reading comprehension is: Collaborative Strategic Reading (CSR) in narrative text because narrative text is a part of recent target in teaching. Mark Anderson and Kathy Anderson (1998:54) stated that narrative text is a text that tells a story and, doing so, entertains the readers. It consists of orientation, complication of problems, a sequence of events and orientation.

According to Lucille Sullivan (1968) in Janner et al (1998: 32) "Collaborative Strategy Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively". Collaborative learning model is a learning activity based on a principle that learning must be based on the change of information among groups of learners in which each student is responsible for his or her own learning and encouraged to improve the learning of other members. Collaborative learning models require students to be able to work together and positively interdepend on each other in the context of task structures, goal structures, and reward structures (Tatipang et al, 2022). The idea

behind this learning is how the subject matter is designed in such a way that students can work together to achieve learning goals. And of course, by the following of the teacher's directions. According to Maccaro, (1997) in (Liando 2015) "teacher is the important figure in classroom". Therefore, this study aimed to find out whether or not the implementation of Collaborative Strategic Reading (CSR) improves students' reading comprehension especially in narrative text at the eight-grade students of SMP Negeri 2 Eris.

## **RESEARCH METHOD**

In this study, the writer used quantitative method because all the data presented are in the form of numbers. The technique in this study is pre-experimental design with single groups pretest and posttest. Pretest is a test given to determine the level of understanding of students in reading comprehension and this is given before the treatment is given.

This study was conducted at students' in SMP Negeri 2 Eris. They consist of 45 students. The sample of this study was the eight-grade students at SMPN 2 Eris. They consist of 18 students. The writers used the test as an instrument for data collection. By using the test, the writer is able to obtain the numerical data sample (score) in reading comprehension that is the focus in this study. Test used in this study is reading test, with multiple-choice forms. Therefore, this instrument, the writer wants to know the result of students' achievement in reading comprehension especially in students result of reading on narrative text. In pre-test the writer gives 20 multiple-choice questions with 4 reading text in the form of narrative text. While, In the post-test, the writer gives 20 questions same as the pre-test but the writer gives the different reading text. In analyzing the obtained data, the writer used a mean score formula and standard deviation by Hatch and Farhady (1982: 35).

## **RESULTS**

The sample in this study consisted of 18 students of class VIII. This study the writer used the quantitative research with a pre-experimental model. The writer used pre-test and post-test design. The writer gives a pre-test before the treatment is given and the post-test is given after the treatment is given.

Which in giving the treatment the writer divided into 5 meetings. In the first meeting, the writer gave a pre-test with 4 reading texts, 5 multiple-choice questions of each reading text. Therefore, the total of all questions was 20 questions. In conducting the pre-test, the writer saw that many students did not understand the questions given and also, they did not understand the reading text given.

Furthermore, in the second meeting, the writer divided the students into several groups and provided treatment and gave understanding to students about narrative text, of course, the writer applied collaborative strategy reading as a learning method in the classroom which in the first stage, namely *Preview*, the writer provides a brief overview of the reading text to be read, this aims to attract the attention of students, therefore students can make predictions about the reading text to be read. The second stage was *Click and Clunk*, at this stage the writer gives a reading text to each group and the group found out the meaning of the text and the writer monitors what the students are doing. The third stage was *Get the Gist*, at this stage each group found out the main idea in the text and students try to answer the questions that given then each group explains the results they get and the other group responds with what they have done. The fourth stage is *Wrap Up*, at this stage each group review the reading text that has been read so that students can re-know the important ideas in the text read.

In the third meeting, the writer only gave reading text in the form of narrative text then students were divided into several groups, of course, the writer used the steps of collaborative strategy reading in learning. The writer gives a new narrative text to each group, then they discuss the text according to the questions given. At the fourth meeting, the writer made the same steps as the previous meetings but they discussed the different narrative text. Furthermore, students were prepared with the post-test.

At the fifth meeting, the writer conducted a post-test to see the results of the students' learning whether there is an improvement or not. The writer gives 4 Narrative texts as well as 20 essay questions.

After conducting research at SMP Negeri 2 Eris, the writer collected all the data obtained from the pre-test and post-test results from class VIII students which were samples in this study. The data is presented this below:

***Tabel 1: Students' Achievement in the pre-test O1***

<b>Student's Number</b>	<b>Score X1</b>	$\bar{x}$	<b>X1- <math>\bar{x}</math></b>	<b>(X1 - <math>\bar{x}</math>)<sup>2</sup></b>
1	35	51.11	-16.11	259.5321
2	55	51.11	3.89	15.1321
3	60	51.11	8.89	79.0321
4	55	51.11	3.89	15.1321
5	45	51.11	-6.11	37.3321
6	50	51.11	-1.11	1.2321
7	55	51.11	3.89	15.1321
8	50	51.11	-1.11	1.2321
9	40	51.11	-11.11	123.4321
10	55	51.11	3.89	15.1321
11	50	51.11	-1.11	1.2321
12	45	51.11	-6.11	37.3321
13	45	51.11	-6.11	37.3321
14	65	51.11	13.89	192.9321
15	65	51.11	13.89	192.9321
16	50	51.11	-1.11	1.2321
17	40	51.11	-11.11	123.4321
18	60	51.11	8.89	79.0321
Total	920		0.02	1227.778

Above were the results of O1 students, the total of the students was 18. Based on the table above there was one student got the lower score that was 35, two students whose got score was 40, three students whose got score was 45, four students whose got score was 50, four students whose got score was 55, two students whose got score was 60, and two students whose got score was 65. The above data was calculated by the following steps:

**Tabel 2: The Calculated of Mean Score and Standard Deviation O1**

<b>Mean Score of O1</b> = $\bar{x} = \frac{\Sigma x}{n}$	<b>The Standard Deviation (s) =</b> $\sqrt{\frac{\Sigma(x1-x2)^2}{n-1}}$
n = 18	$s = \sqrt{\frac{1227.778}{18-1}}$
$\Sigma x = 920$	$s = \sqrt{\frac{1227.778}{17}}$
$\bar{x} = \frac{\Sigma x}{n}$	$s = \sqrt{72.22}$
$\bar{x} = \frac{920}{18}$	$s = 8.49$
$\bar{x} = 51,11$	

After the writer gave the students the treatments, furthermore the writer gave the students the last test which called post-test. In the post-test the writer gave 4 reading text in the form of narrative text with 5 multiple-choice questions each of reading text and the students have to answer all the questions. The following was the students results of post-test the writer presented it in the table 3.

**Tabel 3: Students' Achievement in the post-test O2**

<b>Student's Number</b>	<b>Score X1</b>	$\bar{x}$	<b>X1 - <math>\bar{x}</math></b>	<b>(X1 - <math>\bar{x}</math>)<sup>2</sup></b>
1	75	86.11	-11.11	65.7721
2	85	86.11	-1.11	1.2321
3	90	86.11	3.89	15.1321
4	90	86.11	3.89	15.1321
5	85	86.11	-1.11	1.2321
6	85	86.11	-1.11	1.2321
7	85	86.11	-1.11	1.2321
8	90	86.11	3.89	15.1321

9	80	86.11	-6.11	37.3321
10	80	86.11	-6.11	37.3321
11	90	86.11	3.89	15.1321
12	80	86.11	-6.11	37.3321
13	85	86.11	-1.11	30.8025
14	95	86.11	8.89	79.0321
15	95	86.11	8.89	79.0321
16	85	86.11	-1.11	1.2321
17	85	86.11	-1.11	1.2321
18	90	86.11	3.89	15.1321
Total	1550		0.02	449.6882

Based on the table above, there was one student whose got score was 75, three students whose got score was 80, seven students whose got score was 85, five students whose got score was 90 and two students whose got the highest score was 95. The above data was calculated by the following steps:

***Table 4: The Calculated of Mean Score and Standard Deviation O2***

<b>Mean Score of O2 = <math>\bar{x} = \frac{\Sigma x}{n}</math></b>	<b>The Standard Deviation (s) =</b> $\sqrt{\frac{\Sigma(X1-X2)^2}{n-1}}$
n = 18	S = $\sqrt{\frac{449.6882}{18-1}}$
$\Sigma x = 1550$	S = $\sqrt{\frac{449.6882}{17}}$
$\bar{x} = \frac{\Sigma x}{n}$	s = $\sqrt{26.45}$
$\bar{x} = \frac{1550}{18}$	s = 5.14
$\bar{x} = 86.11$	

After the writer obtained the mean score and standard deviation results from O1 and O2, the results of the mean score O1 have been calculated and showed in Table 2 was 51.11 and for the standard deviation was 8.49. Meanwhile, the mean score of O2 can be seen in Table 4 was 86.11 and the standard deviation was 5.14. Below, the writer presented in Table 5, namely the frequency distribution of O1.

***Tabel 5: Frequency Distribution of pre-test O1***

<b>Score pretest</b>	<b>Tally</b>	<b>Frequency</b>	<b>Freq 100%</b>	<b>Cumulative Proportion</b>	<b>Cumulative Presentation</b>
65	<i>II</i>	2	11%	18	99%
60	<i>II</i>	2	11%	16	88%
55	<i>IV</i>	4	22%	14	77%
50	<i>IV</i>	4	22%	10	55%
45	<i>III</i>	3	17%	6	33%
40	<i>II</i>	2	11%	3	16%
35	<i>I</i>	1	5%	1	5%

Table 5 showed the results obtained by 18 students on the pre-test based on frequency distribution. There are two students (11%) got score 65, there are two students (11%) got score 60, there are four students (22%) got score 55, there are four students (22%) got score 50, there are three students (17%) got score 45, there are two students (11%) got score 40 and there is one student (5%) got score 35. Below is the frequency distribution obtained by students on O2:

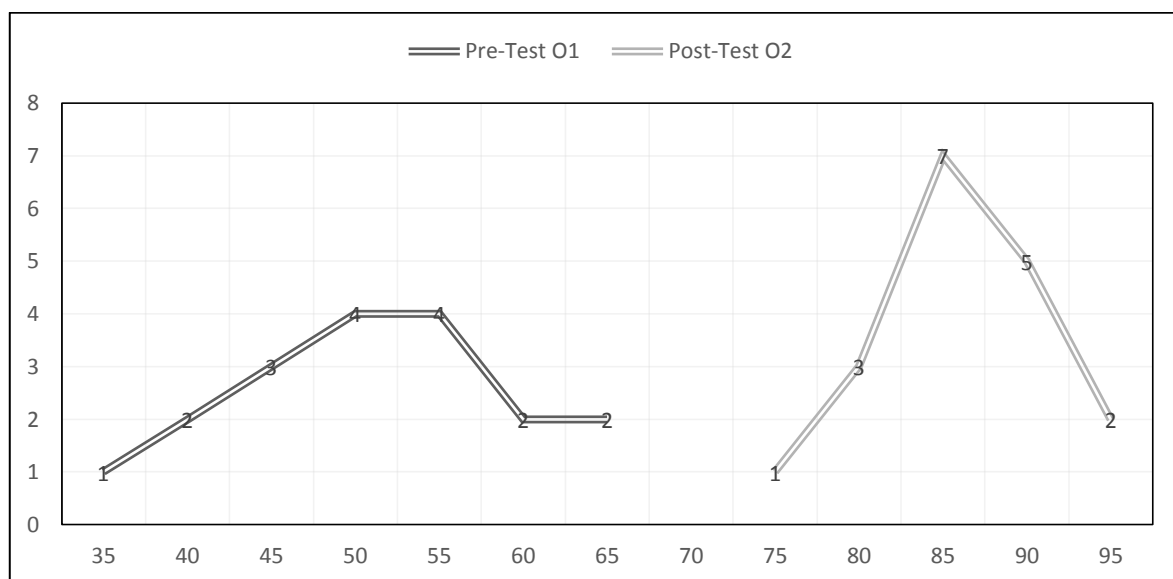
***Tabel 6: frequency distribution O2***

<b>Score Posttest</b>	<b>Tally</b>	<b>Frequency</b>	<b>Freq 100%</b>	<b>Cumulative Proportion</b>	<b>Cumulative Presentation</b>
95	<i>II</i>	2	11%	18	100%
90	<i>V</i>	5	28%	16	89%
85	<i>VII</i>	7	39%	11	61%
80	<i>III</i>	3	17%	4	22%
75	<i>I</i>	1	5%	1	5%



Table 6 showed the results obtained by 18 students on the post-test based on frequency distribution. There are two students (11%) got score 95, there are five students (28%) got score 90, there are seven students (39%) got score 85, there are three students (17%) got score 80 and there is one student (5%) got score 75. All the results of the students the writer obtained after gave to the students the treatment about three times and after that procedure the writer gave to the students a test that is called post-test. Therefore, the writer calculated the results on Table 6 above.

Based on Table 5 and Table 6 which show the frequency distribution of O1 and O2, the frequency polygon has displayed an overview of student achievement on O1 and O2 as presented in Figure 1 below:



**Figure 1: The combination of frequency polygon of all the student score that they achieve in pre-test O1 and post-test O2**

## DISCUSSION

Based on the results of all data collection obtained from the results of students' achievement, namely pre-test and post-test using CSR in learning narrative text. The writer got the result that the mean score obtained in the pre-test was 51.11 and the standard deviation was 8.49. As for the mean score obtained in the post-test was 86.11 and for the standard deviation was 5.14 while the gained score obtained from the pre-test and post-test results was 630. Overall, the writer can

conclude that the implementation of collaborative strategic reading has an effect on improving students' reading comprehension ability in narrative text or in other words, it can be said that one of the determining factors for increasing students' reading comprehension ability is the use of appropriate learning strategies. This can be proved from the results of the students score that presented in Table 4.4 has increased when doing the post-test.

Furthermore, in Figure 1 of frequency polygon of all the student score that they achieved in pre-test O1 showed that there was one student who obtained the lower score was 35 and 2 students achieved the highest score was 65. On the other hand, in posttest shows that there were 2 students who obtained very high scores was 95.

Therefore, the use of appropriate learning methods can affect student learning outcomes. In particular, in reading comprehension learning, based on the results that the writer obtained in the classroom, reading learning is better done in a group way rather than individually, because when students study individually, they tend not to understand the questions was given and also, they were afraid in gave their opinions. Compared to when they study in groups, students can exchange opinions with their friends.

From the results above, there was an improvement of students score it can be seen from the mean score results that students got on the pretest are lower than the mean score results on the post-test. This can be interpreted that there is an increase after the students are given treatment and if it is linked again to the existing theory, Duffy (2009:14) stated that "reading comprehension as the essence of reading because if we don't understand the message, we are not reading. From this opinion, if we look at the results obtained by the students of class VIII of SMP Negeri 2 Eris that they got very high score on the post-test. Therefore, that they can be said to be successful in reading comprehension.

## **CONCLUSION**

Based on the results of data analysis, the writer concludes that teaching students' reading comprehension by applied CSR was effective. It can be proved from the results of students' scores in pretest (O1) and posttest (O2). The results

showed that there was a difference in the value obtained, namely the posttest value (O2) was higher than the pretest value (O1) this result was determined after being given three treatments. It means that, before students are taught using CSR, the students reading comprehension did not improve. But after the writer implemented CSR, the writer saw that all students could understand reading text well. Therefore, CSR can be said as a solution to the lack of reading comprehension on narrative text material at the eight-grade students of SMP Negeri 2 Eris.

## REFERENCES

- Anderson, Mark and Kathy Anderson. (1998). *Text Types in English 3*. Australia: MacMillan.
- Duffy, G. G. (2009). *Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies*. New York: The Guilford Press.
- Hatch, Evelyn and Hossein Farhady (1982:32) *Research Design and Statistic*. Los Angeles: Newbury House
- Janner K. Klingner & Sharon Vaughn. (1998). *Using Collaborative Strategy reading: The council for exeptional children*. Teaching Exceptional Children Journal (Online): JuliAugust pp. 32-36.
- Kalangi, M., Liando, N. and Maru, M. (2019) 'The Effect of Applying Internet Browsing in Improving Students' Reading Comprehension Skill', 383(Icss), pp. 947–951. doi:10.2991/icss-19.2019.66.
- Liando, N. V. F., Pajow, C. and Maru, M. G. (2021) 'Extensive Listening and Its Relation Towards Vocabulary Knowledge', *Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)*, 566(Aes 2020), pp. 348–353. doi: 10.2991/assehr.k.210715.073.
- Liando, N. V. F. (2015) 'Students' Vs. Teachers' Perspectives on Best Teacher Characteristics in Efl Classrooms', *TEFLIN Journal - A publication on the teaching and learning of English*, 21(2), p. 118. doi: 10.15639/teflinjournal.v21i2/118-136
- Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A Study of Translanguaging Practices in an EFL Classroom in Indonesian Context: A Multilingual Concept. *Research and Innovation in Language Learning*, 5(2), 167-185.
- Rahman, ndah F. (2016) 'the Implementation of Collaborative Strategy Reading (Csr) and Its Effects on Students' Reading Comprehension', *ETERNAL (English, Teaching, Learning and Research Journal)*, 1(1), pp. 39–56. doi: 10.24252/eternal.v21.2016.a7.

- Somba, Y., Liando, N., & Kumayas, T. (2022). A Study on Types of Vocabulary Tasks In EFL Textbook English on The Sky 1. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(4), 528-549.
- Tatipang, D. P., Manuas, M. J., Wuntu, C. N., Rorintulus, O. A., & Lengkoan, F. (2022). EFL Students' Perceptions of the Effective English Teacher Characteristics. *Jurnal Pendidikan Bahasa Inggris undiksha*, 10(1).
- Tatipang, D., Oroh, E. Z., & Liando, N. V. (2021). The Application of Mind Mapping Technique to Increase Students' reading Comprehension at The Seventh Grade of SMP. *KOMPETENSI: jurnal Bahasa dan seni*, 1(03), 389-397.
- Tumbal, S., Liando, N. V., & Olii, S. T. (2021). Students' perceptions Toward The Use of Google Translate In Translating. *Kompetensi: Jurnal Bahasa dan Seni*, 1(02), 313-320.