

THE IMPLEMENTATION OF COLLABORATIVE STRATEGIC IN STUDENTS' READING COMPREHENSION AT SMA NEGERI 3 TONDANO

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Abstract: The purpose of this study is to address the following research topic: Does the use of Collaborative Strategy Reading (CSR) affect how well class XI IPA 1 student understand recount texts? This essay aims to demonstrate how group reading strategies impact students' comprehension of recount texts. Data from a reading test comprising 40 numerous questions and 10 question types were gathered for the purposes of this quantitative study. This pre-experimental study used a one-group pretest-posttest design. For such 2022–2023 academic year, 32 students from Tondano's XI IPA 1 SMA Negeri 1 class took part in this activity. The information was gathered using descriptive statistics, which were then analyzed using statistical analysis. Data analysis produced the following conclusions: In these other words, the kid performed better on the reading portion of the test after treatment than before. (1) In the pre-test, 80 was the highest score and 50 was the lowest; in the post-test, 100, or a perfect score, was the highest score and 70 was the lowest. (2) The post-average test was 81.41, which was greater than the pre-average test of 62.96. This is because it can be demonstrated the students' reading performance on the pre-test or post-test before treatment is more diverse than on the test after treatment using Collaboration Strategy Reading (CSR) calculations and the standard deviation.

Keywords: *Teaching, CSR, Reading Comprehension, EFL*

INTRODUCTION

Able to speak, read and write are the four linguistic abilities covered in English classes. Writing and speaking are regarded as productive skills, but reading and listening are recognized as receptive. Teaching receptive skills allows students to comprehend the content given in a range of texts while teaching productive skills teaches students to express the meaning in this sort of literature (recount, narrative, procedure, descriptive, news items, spoofs, reports, analytical exposition, hortatory exposition, discussion, and review

texts). As a result, this is obvious that one of the skills that students should have is the ability to read.

Collaboration Strategy Reading is a technique for imparting reading comprehension to kids that is supported by research and helps them absorb content more effectively. By collaborating with small cooperative groups, collaborative reading teaches pupils reading comprehension. The purpose of the learning approach is to give students a cleanly arranged learning environment and an activity to help them meet their learning goals. The ineffectiveness of the Collaboration Strategy Reading learning method lack English classrooms is one of the issues Indonesian education faces, particularly in junior high schools.

There is often minimal room for student engagement beyond sitting silently, taking down notes, and listening when the teacher lectures the material. Students being passive as a result does not promote learning. It is not possible to separate efforts to improve student performance from the many factors that influence it. Innovative teachers must use this as an opportunity to implement a successful learning technique. One of the most effective learning tactics is collaborative strategic reading, which is regarded as cooperative learning and may lead to successful learning practices. Collaboration Strategy Reading is designed to give school teachers the knowledge and skills they need to assist children with learning disabilities in their reading comprehension learning process. Collaboration Strategic Reading is the strategy the author suggests teachers use to assist students who have trouble understanding what they are reading. This is designed to inspire students to learn more.

The writer would want to carry out additional research on "The Application of Collaborative Strategy in Students' Reading Comprehension at SMA Negeri 3 Tondano" in light of all the descriptions provided above.

RESEARCH METHOD

Quantitative approaches were applied in this investigation. The three research designs available in quantitative research are experimental, correlational, and survey, according to Creswell (2012: 12). Researchers employed the experimental method. According to Sugiyono (2015: 107) "Experiment methods of research can be understood as research approaches used to determine, within controlled situations, the impact of different treatments on others."

The Collaboration Strategy Reading method was applied by the researcher in the experiment group. In this study, the experimental class was taught collaborative action reading, and the researchers then assessed the results using worksheets created by the students.

FINDINGS AND DISCUSSION

The reading comprehension abilities of the students are discussed in this chapter both before and after adopting the collaborative action reading approach. A one-group pre-test and post-test method was used in this quantitative approach, which included 32 learners from XI IPA 1 at SMA Negeri 3 Tondano. 20 multiple-choice topics were included in the examinations the author used to collect the data. and table 2 presents the outcomes.

Table 1. Frequency Distribution of Pre-test

PRE TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	8	25.0	25.0	25.0
	60.00	9	28.1	28.1	53.1
	65.00	2	6.3	6.3	59.4
	70.00	9	28.1	28.1	87.5
	75.00	1	3.1	3.1	90.6
	80.00	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Table 2. the data of students in pre-test and post-test

Number of the students	Pre-test (O ¹)	Post-test (O ²)
1	70	75
2	60	75
3	80	100
4	50	80
5	50	70
6	70	80
7	60	70

8	50	70
9	60	90
10	70	80
11	50	80
12	70	100
13	50	80
14	80	90
15	70	90
16	50	80
17	60	70
18	65	90
19	70	85
20	60	90
21	60	80
22	50	75
23	60	70
24	70	100
25	80	80
26	75	80
27	70	85
28	60	90
29	50	80
30	65	80
31	70	70
32	60	70

As just a result of this data, all 32 of the participants with in list to above took the examinations were able to improve their scores. Several students scored the same on the pre-test and post-test.

Table 3. Frequency distribution of post-test

POST TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	7	21.9	21.9	21.9
	75.00	3	9.4	9.4	31.3
	80.00	11	34.4	34.4	65.6
	85.00	2	6.3	6.3	71.9
	90.00	6	18.8	18.8	90.6
	100.00	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Table 3 reveals that 32 students took the post-test, and their scores improved. The top three students received a score of one hundred (100), followed by six (6) students who received ninety (90), two (2) students who received eighty-five (85), eleven (11) participants who received eighty (80), three (3) students who received seventy-five (75), and seven (7) students who received seventy (70). The post-test had increased since the prior treatment, and pupils no longer receive a score of 65-50 or the minimum level on it.

Paired Sample T-test and post-test

On the assumption that the information is normally distributed, the paired sample t-test is used to compare the variance in the averages of two paired samples. The same person's paired samples were taken under diverse circumstances for each variable.

Table 1. Paired Samples Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	62.9688	32	9.66031	1.70772
	POST TEST	81.4063	32	9.09044	1.60698

Statistics from two pre-tests and post-tests that have been tested are used to create paired samples. The pre-test mean was 62.96, and the post-test mean of 32 students was 81.40.

Table 2. Paired Sample Correlations

		Paired Samples Correlations			
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	PRE TEST & POST TEST	32	.447	.005	.010

This table displays any correlation between both the pre-test and post-test results. The significant in this table is substantially different; the pre-test significance is 0.05, while the post-test significance is 0.10, indicating that there is no correlation between the two.

Collaborative Strategic Reading's introduction in learning illustrates participants' reading skills before and after the intervention based on the data mentioned above. The pre-test and post-test results of the students showed variations in their performance, with the average individual pretest score falling into the "less good" group at 62.96 and the average student post-test score falling into the "very good" category at 81.41. This demonstrates that the treatment's implementation of Collaborative Strategic Reading improved students' test results.

Based on the aforementioned findings, Collaborative Strategic Reading's introduction in the classroom displays participants' reading skills before and after the intervention. The pre-test and post-test scores of students differed, with the average college student pretest score falling into the less-than-satisfactory classification at 62.96 and the average student post-test score falling into the quite-satisfactory category at 81.41, respectively. This demonstrates that the effectiveness of Collaboration Strategy Reading as in treatment has improved student test results.

CONCLUSION

The researcher comes to the following conclusion after completing pre-experimental study on the use of the collaborative action reading technique, which is successful in enhancing participants' comprehension skills of recount texts, and based on the data in the preceding chapter:

Students' comprehension of reading recount texts has improved thanks to the increased use of cooperative reading English reading instruction. According to the study's findings, the average post-test score of 81.41 is greater than the pre-test score of 62.96 on average. This indicates that the study was successful in raising pupils' reading proficiency. Collaborative Strategic Reading strategies are useful for teaching reading and can help students become better readers, especially when it

comes to reading texts, particularly recount narratives. As a result, the study's findings suggest that the Collaboration Strategy Reading method is ideal for assisting kids in developing their reading abilities.

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