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Investigating the Effectiveness of Collaborative Strategic Reading (CSR) In Enhancing Reading Comprehension of EFL Students Palu, Indonesia

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ABSTRACT

This study aimed to determine whether implementing Collaborative Strategic Reading (CSR) could enhance students' reading comprehension. A quasi-experimental design employed pre-test and post-test assessments as measurement tools. The researcher employed purposive sampling and selected a sample of 40 students. The collected test data were then subjected to analysis using the test of paired samples in the SPSS v. 26 for Windows. The findings from the data analysis using the test of paired samples revealed a significant difference in scores between the pretest and posttest for the experiment class. The computed p-value (two-tailed) was 0.002, which falls below the predetermined significance level of 0.05. Consequently, the hypothesis has been accepted. In summary, Collaborative Strategic Reading (CSR) has been implemented, and results demonstrate that it has enhanced the reading comprehension skills of SMA Negeri 5 Palu's 10th-grade science students.

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1. INTRODUCTION

In English, four fundamental components are crucial for acquiring competence in a second language. Among these proficiencies, reading assumes a significant role and is regarded as a primary focus for students. According to Widowati and Kurniasih [1], the mastery of reading abilities is essential for studying the English language since it enables pupils to access a variety of facts and information to improve their learning process.

Reading can most effectively achieve new information across various topics and concepts. According to Ismail et al. [2], reading is a crucial skill that students should master as it enhances their overall language proficiency in English and expands their vocabulary. Therefore, reading is an excellent way for students to broaden their understanding of English by gaining new ideas, information, and experiences. Reading is

an engaged process that enables readers to comprehend the meaning of a text based on their existing knowledge. Students may read to gain knowledge about a particular subject, learn how to perform certain tasks or locate specific information.

Based on preliminary observations conducted at SMA Negeri 5 Palu, it is evident that reading remains a challenging skill for students, particularly among the tenth-grade students at SMA Negeri 5 Palu. Their reading comprehension, especially at the literal comprehension level, remains insufficient. They encounter difficulties comprehending the information presented in texts, including identifying main ideas, finding specific details, understanding complex information, deducing implied meanings, and grasping the overall conclusions of the text. Knowing the written meaning of a piece, including the context of the writing, the central theme of the paragraph, and the author's choice of thought order, is known as literary comprehension. Hammond [3]. Moreover, their limited vocabulary is an additional hurdle, as they encounter numerous difficult words to recognize when comprehending reading materials.

The abovementioned observation is consistent with Mardiani's [4] assertion that many students encounter challenges when understanding textual content. These difficulties manifest in their struggle to locate essential information such as central, supporting, and concluding ideas. An additional obstacle for students in constructing the meaning of a text is their unfamiliarity with words. Consequently, students face a hindrance in comprehending the text effectively, leading to a lack of motivation and interest in reading.

The researcher has selected Collaborative Strategic Reading as a possible method to improve students' reading comprehension. CSR is a collaborative learning approach developed to assist students in overcoming challenges related to reading comprehension. This strategy entails students working together in small groups, as explained by Reutebuch [5]. The student’s main problem is that the lack of vocabulary can be solved through group learning (CSR) as they can discuss with each other to understand new vocabulary in the text. Consequently, It is easy for the students to understand the whole content of the reading text after following the steps suggested in CSR.

The Collaborative Strategic Reading (CSR) strategy was developed by Klingner et al. [6]. This strategy combines whole-class instruction with small cooperative peer learning groups. In the CSR approach, the teacher begins with whole-group instruction, employing modeling, role-playing, and think-aloud strategies. Once these initial steps are completed, diverse cooperative learning groups are formed, and students employ four specific strategies.

The first strategy, known as Preview, involves activating prior knowledge and analyzing the structure of the text before reading a passage. The following strategy, Click and Clunk, requires students to self-monitor their understanding while reading. Students that use the Get the Gist procedure note identify the primary theme as they read. Finally, as proposed by Klingner et al. [7], the Wrap-Up strategy encompasses students generating questions and reviewing the text after reading an entire passage.

The primary objective of Collaborative Strategic Reading (CSR), as highlighted by Abidin and Riswanto [8], is to actively involve students in order to improve reading

comprehension and promote the advancement of conceptual learning. This underscores that CSR aims to engage students and foster their growth in reading comprehension skills.

The study examined how Collaborative Strategic Reading affects the critical reading skills of intermediate-level English language learners, corresponding to the beneficial impacts of CSR on the comprehension of reading learners. The investigation indicated that applying Collaborative Strategic Reading is an effective method for improving students' reading skills, which shows the positive influence on English Language learners' skills for reading. Consequently, compared to a classroom where CSR was not implemented, the reading activities of students in the CSR-utilizing classroom exhibited more significant improvements by Khonamri and Karimabadi [9].

Agustina's study [10], which examined how tenth-grade students' reading comprehension was affected by their reading attitudes and collaborative strategy reading, reveals a strong correlation between CSR, reading enthusiasm, and reading understanding. The findings indicate a close relationship between CSR implementation, students' reading motivation, and reading comprehension abilities. The study's findings show that CSR and reading motivation substantially impact students' comprehension skills. The statistics emphasize how successful CSR is at improving students' reading abilities, regardless of whether they have a favorable or unfavorable attitude toward reading.

The researcher predicts that applying CSR can be helpful to the tenth-grade students at SMA Negeri 5 Palu to enhance their reading skills based on the prior research demonstrating how successful CSR is at assisting students' reading comprehension.

2. METHOD

In the research they conducted, the researcher used a quantitative methodology. This approach, rooted in positivism, is frequently employed to examine a population or a particular sample [11]. Typically, sampling techniques use random selection, and our search tool is used to gather data. The data analysis applies statistical or quantitative techniques to test the proposed hypotheses. According to Gay [12], the study used a quasi-experimental research approach. In this plan, the researcher kept the existing classroom's integrity while assigning whole classrooms to various treatments. Forty students from SMA Negeri 5 Palu's tenth grade made up the research sample—twenty from tenth-grade MIPA 1 and 20 from tenth-grade MIPA 3. The researcher used a purposive sampling technique, which entails picking the sample after considering several different characteristics of Sugiyono [13]. In collecting data, multiple-choice tests were used as a pre and post-test.

3. RESULTS AND DISCUSSION

3.1. Results

a. Descriptive Statistics

The researcher calculated the mean, minimum, maximum, and standard deviation using SPSS v. 26 for Windows. The subsequent illustrations display what occurs in the descriptive statistics analysis of the data:

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Table 1. Descriptive Statistics

		Pretest Experimental	Posttest Experimental	Pretest Control	Posttest Control
N	Valid	20	20	20	20
	Missing	60	60	60	60
Mean		33.20	45.00	43.80	43.00
Std. Deviation		16.826	9.347	17.093	15.620
Minimum		4	24	16	16
Maximum		64	60	68	68

The data for the experiment and control classes consist of 20 students, as shown in the above table. The experiment class must receive a minimum of 4 on the pretest, a minimum of 24 on the posttest, and a maximum of 64 on the pretest and 60 on the posttest. Contrarily, the control class's minimum and maximum scores in the pre and postest were recorded as 16 and 68, respectively, for the control class. The experiment class's average score was 33.20 and 45.00 on the pretest and the posttest, respectively. The control group's typical score was 43.00 on the pre and post-test. The experiment class's pre and post-test standard deviations were 16.826 and 9.347, respectively. The control class's pre- and post-test standard deviations were 17.093 and 15.620, respectively.

b. Normality Test

The research employed the Shapiro-Wilk method in SPSS v. 26 for the Windows to conduct a normality test, with > 0.05 as the criteria. The outcomes of the normality test for the data are outlined below:

Table 2. Test Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest experiment	.936	20	.200
Posttest experiment	.940	20	.240
Pretest control	.900	20	.041
Posttest control	.938	20	.216

a. Lilliefors Significance Correction

According to the table, the pre-test significance level for the experiment class was 0.200, while the post-test significance level was 0.240. Since the p-values are more than 0.05, it may be suggested that the data in the experiment class are normally distributed. The control group, similar to the experimental class, displayed a pre-test significance level of 0.041 and a post-test significance level of 0.216. These results indicate that the data from the control group also follow a normal distribution, as the p-values are higher than the threshold of 0.05. In summary, both the experimental and control classes can be characterized as having a normal distribution.

c. Homogeneity Test

The researcher employed normality calculations to check if the data from the experiment and control classes were distributed normally. Using SPSS v. 26 for

Windows, they evaluated the homogeneity of the experimental and control groups' data. According to Herlina [14], a significance value higher than 0.05 suggested homogeneity, whereas a score below 0.05 indicated non-homogeneity. The homogeneity test's results for both the experiment and control classes are provided below:

Table 3. Test Homogeneity

		Levene statistic	df1	df2	Sig.
Experiment Class and Control Class	Based on Mean	1.740	1	78	.191
	Based on Median	.965	1	78	.329
	Based on Median and with adjusted df	.965	1	77.870	.329
	Based on trimmed mean	1.845	1	78	.178

The table demonstrates a statistical significance of 0.191 disparities among the experimental and control groups. This implies that the test results were consistent and comparable between the two groups since the value of 0.191 is greater than the conventional threshold of 0.05.

d. Hypothesis Test

The final step involves hypothesis testing, which involves making decisions based on the significance value obtained from the SPSS output. According to Santoso [15], the decision-making process for the paired sample test is as follows: the hypothesis has been accepted. When the significant (Sig.) level (two-tailed) is less than 0.05. However, the hypothesis has been rejected if the significance value (two-tailed) is more than 0.05. The experimental class's pre-treatment scores and outcomes of the Collaborative Strategic Reading technique are shown in the following table.

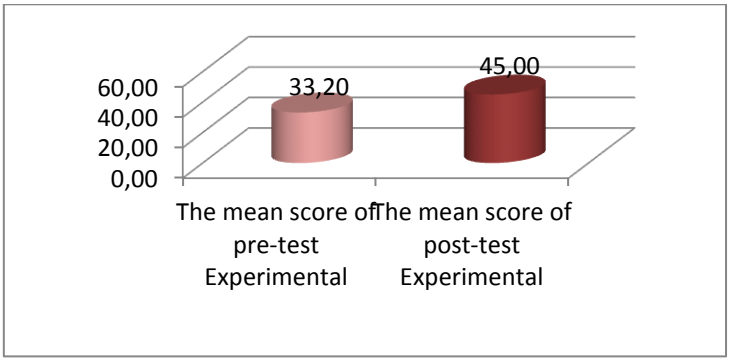

Figure 1. The Mean Score of Pre-test and Post-test Experimental Class

Table 4. Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Experiment	-11.800	14.421	3.225	-18.549	-5.051	-3.659	19	.002

Figure 1 graphically illustrates the average score of the experiment group, both prior to and following the experiment, emphasizing a substantial difference. Before the test, the mean score was 33.20; after the experiment, it increased to 45.00. The data analysis revealed a significant disparity between the pretest and posttest scores, highlighting the experiment class's success.

Furthermore, Table 4 provides a comprehensive overview of the t-test result for a paired sample. The analysis reveals a significance value (two-sided) of 0.002, which falls below the predetermined threshold of 0.05. Santoso [15] states that the following is the Paired Sample t-test determination criteria: The hypothesis is accepted if a significant (sig) level (2-tailed) is less than 0.05. However, the hypothesis is deemed invalid if the significant (sig) value (2-tailed) is more than 0.05. Based on the information provided, the data indicates that the p-value (two-sided) of 0.002 is lower than the threshold of 0.05. This implies that the research hypothesis has been accepted according to this criterion. Consequently, the researchers concluded that the introduction of CSR had a favorable effect on enhancing the reading comprehension abilities of 10th-grade students at SMA Negeri 5 Palu

3.2. Discussion

The data analysis revealed a substantial distinction in students' comprehension of reading between the class of experimental, which got instruction in the Collaborative Strategy Reading (CSR) strategy, and the class of control, which did not apply the strategy. The pretest of the experiment class average was 33.20, but the posttest average increased to 45.00. The average pretest score for the control class was 43.80, and their posttest score was somewhat lower at 43.00.

In light of this, including the Collaborative Strategic Reading (CSR) method in reading instruction helps students' reading comprehension. This result is backed by the fact that, compared to their comprehension levels before the educational intervention, students' reading comprehension showed significant enhancement after receiving instruction using the CSR technique.

The current study's findings are consistent with Wahyudin's [16] earlier research, which used CSR to improve second-year students' reading comprehension. The data collected showed that CSR considerably positively influenced students' reading comprehension. Rosalina [17] also examined how CSR affected students' success in reading narrative texts, focusing on dialogue comprehension and encouraging reading inventiveness. The study showed that CSR implementation could enhance students' reading comprehension. Additionally, Rizkih [18] looked into how first-year students at SMA Muhammadiyah Limbung could increase their reading comprehension using CSR. The study, carried out over two cycles, demonstrated that using CSR increased students' reading comprehension.

Additionally, Zagoto's [19] study demonstrated the superiority of CSR over Discussion Strategies in improving reading comprehension. In the English Department of STKIP Nias Selatan, the experiment group, which was instructed to use collaborative strategic reading, outperformed the control group, which used the Discussion Strategy.

Adding CSR techniques helped make it easier for students to participate in activities that improved their text comprehension.

Similarly, Annamma [20] performed a study to see how CSR affected students' reading comprehension. The results showed that CSR was advantageous for all learners, including English language learners, those with academic challenges in secondary school, and those who were marginalized. The study also showed that teachers were satisfied with CSR and intended to use it.

Another study by Alda [21] focuses on how collaborative strategy reading affects learners on the academic performance of struggling readers in the eighth grade. This investigation's findings aligned with those of other investigations, demonstrating its validity. The study revealed that the students in the CSR intervention group first struggled to understand what they were reading. However, after CSR was adopted, their reading abilities significantly increased. Thus, it can be inferred that CSR improves students' reading comprehension. This assertion is supported by the findings of Al-Roomy [22], McCown [23], Riani [24], Karabuga, and Kaya [25], all of whom discovered evidence that CSR positively enhanced students' reading comprehension skills.

To summarize, utilizing the Collaborative Strategic Reading (CSR) approach has consistently exhibited its efficacy and advantages in enhancing the reading understanding abilities of tenth-grade MIPA students at SMAN 5 Palu. These results align with previous research findings.

4. CONCLUSION

The study's findings showed sizable differences among the average scores of pretest and posttest assessments. Comparing their average pre-test score of 33.20 to their average post-test score of 45.00, the experimental group showed a more excellent performance. Furthermore, the computed significance level (two-tailed) was 0.002, which is less than the 0.05 recognized minimum. The hypothesis was therefore accepted. The introduction of collaborative strategic reading significantly influences reading comprehension abilities among tenth-grade MIPA students at SMA Negeri 5 Palu. A substantial contrast in the pre and post-test average scores substantiates this observation.

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