

THE IMPLEMENTATION OF COLLABORATIVE STRATEGY IN TEACHING READING COMPREHENSION

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Abstrak

Penelitian ini mengkaji penerapan collaborative strategi dalam meningkatkan pemahaman membaca. Collaborative strategi adalah salah satu strategi pembelajaran dalam meningkatkan prestasi siswa dalam berbagai keterampilan bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan Collaborative Strategy Reading (CSR) dalam meningkatkan pemahaman membaca siswa dan untuk mengetahui bagaimana tanggapan siswa terhadap penggunaan Collaborative Strategy Reading (CSR) dalam meningkatkan pemahaman membaca siswa. Penelitian ini menggunakan pendekatan mix method, yaitu metode quantitative, dan qualitative. Metode quantitative terdiri dari pretest dan posttest yang digunakan sebelum dan sesudah pembelajaran. Sedangkan metode qualitative digunakan untuk mengukur bagaimana respon siswa terhadap penggunaan CSR dalam meningkatkan pemahaman membaca siswa. Populasi penelitian ini adalah kelas IX A dan IX B yang masing – masing terdiri dari 30 orang. Sedangkan sampel penelitian ini, peneliti mengambil kelas IX A sebagai sampel karena kemampuan rata-rata siswa tidak jauh berbeda. Instrumen penelitian ini terdiri dari 2 bagian, instrumen pertama yaitu berupa tes yang terdiri dari pre tes dan post tes, sedangkan instrumen kedua yaitu berupa questioner. Hasil penelitian menunjukkan bahwa Collaborative Strategy Reading memberikan kontribusi yang lebih besar terhadap pemahaman bacaan siswa. Pada pre tes, nilai rata-rata siswa dalam tingkat literal adalah 55,83 dan tergolong buruk, sedangkan pada posttest nilai rata-rata siswa dalam tingkat literal adalah 70 dan cukup baik. Peningkatan prestasi belajar siswa pada tingkat literal adalah 22,38%. Sedangkan pada tingkat interpretif nilai pretest siswa adalah 56 dan tergolong kurang, sedangkan pada posttest adalah 70,33 cukup memadai, dan peningkatan kemampuan interpretatif siswa sebesar 25,58%. Disimpulkan bahwa penggunaan Collaborative Strategy Reading (CSR) mampu memberikan kontribusi yang lebih besar terhadap pemahaman belajar mengajar di SMP Kartika Wirabuana XX-2 Makassar. Respon siswa terhadap penggunaan strategi membaca kolaboratif dengan 10 aspek menunjukkan bahwa sebagian besar siswa dapat meningkatkan kerjasama diantara mereka, siswa merasa enjoy dengan strategi tersebut, dan strategi kolaboratif dapat meningkatkan rasa ingin tahu siswa.

Kata Kunci: Implementasi, Strategi Membaca Kolaboratif, Pemahaman Membaca

Abstract

This research examines the implementation of collaborative strategy in teaching reading comprehension. The collaborative strategy is one of the learning teaching strategies in improving students achievements in variety of English skills. The purpose of this study was to determine the effect of using Collaborative Strategy Reading (CSR)

in improving students' reading comprehension and to discover how students' responses to the use of Collaborative Strategy Reading (CSR) in improving students' reading comprehension. This study used a mix method approach, namely the quantitative and qualitative method. The quantitative method consists of pretest and posttest which are used before and after the implementation of collaborative strategy. Meanwhile, the qualitative method is used to measure how students respond to the use of CSR in improving students' reading comprehension. The population were class IX A and IX B, each consisting of 30 people. Therefore the total of the population is 60 people. While the sample of this study, the researcher took class IX A as the sample because the average ability of the students was not much different. The research instrument consisted of two parts, the first instrument was in the form of a test consisting of pre-test and post-test, while the second instrument was in the form of a questionnaire. The results of the study show that Collaborative Strategy Reading makes a greater contribution to students' reading comprehension. At the pre-test, the students' average score at the literal level was 55.83 and it was classified as bad, while at the posttest the students' average score at the literal level was 70 showing quite good. Therefore the increase student achievement at the literal level is 22.38%. Meanwhile, at the interpretive level, the student's pretest score was 56 and classified as insufficient, while at the posttest was 70.33 which was quite adequate, and the student's interpretive ability increased by 25.58%. It was concluded that the use of Collaborative Strategy Reading (CSR) was able to make a greater contribution to the understanding of teaching and learning at SMP Kartika Wirabuana XX-2 Makassar. For the students responses of the used collaborative strategy reading with 10 aspects is showing that most of the students can increase collaboration between them, students feels enjoy with the strategy, and collaborative strategy can increase students curiosity.

Keywords: *Implementation, Collaborative Reading Strategy, Reading Comprehension.*

1. INTRODUCTION

Reading is one of the skills that play an important role in learning English. This is a basic skill in learning English because every teaching and learning activity in English class involves reading, "Reading is useful for purposes too; any exposure to English (provided students understand it more or less) is a good thing for a language student." It means that some of the languages stick in their minds as part of the process of language acquisition. In reading, students need comprehension skill (Saini et al., 2021). Reading comprehension occurs when the reader constructs a mental representation of a text message. Understanding the message is the main purpose of reading. Reading comprehension is needed in language so that people can understand what they read. In the learning process, the teacher must be able to create situations that provide opportunities for students, especially to be interested in reading and it is not impossible to use media to make students enjoy the reading process (Dewi, 2016).

In teaching reading, active reading is required by students. Active reading refers to student involvement and engagement in text reading. Explore the definition and strategies of active reading including highlighting, read aloud, think aloud, making predictions, questioning, clarifying, and summarizing. Active reading takes place when students are proactively involved in the reading of a text (Niyazova, 2020). Active reading is about more than reading words in black and white and answering questions afterwards. Student engagement is important in order to optimize learning, so when you, as the teacher, get your students involved in what they are reading, they are more likely to better understand the meaning within the text (Etfita, 2018).

Based on the results of observations at SMP Kartika Wirabuana XX-2 Makassar, learning that takes place in schools still uses conventional learning strategies, so the learning process becomes a little boring. There can also be found students who have learning problems in reading comprehension, they have difficulty recounting the details in the text. For students with learning problems, a strategy that suits their needs is needed. Several strategies can be used in teaching reading comprehension for students with learning problems, one of which is collaborative strategy reading.

The CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. This technique is a way to help second language learners engage with the difficult text and use the key reading strategies to improve comprehension. In this study, CSR strategies will be applied in teaching reading comprehension which can help students understand the text. This study aims to produce reading comprehension learning strategies that can be implemented effectively in the learning process for students with learning problems. Based on the background above, the researcher would like to formulate the research questions is what is the effect of using Collaborative Strategy Reading (CSR) to improve the student's reading comprehension. Based on the research problem, the objectives of the research was as to find out the effect of using Collaborative Strategy Reading (CSR) to improve the student's reading comprehension (Subekti et al., 2015).

Based on the above statement, the writer concludes that CSR is a technique to help students' reading comprehension through small group discussions where students learn four strategies including preview, click and clink, get the point and finish. This technique helps students to understand the text by summarizing, questioning, clarifying, and predicting the reading material.

2. METHOD

In this research, the researcher employed mixed method, namely quantitative and qualitative method. The quantitative method was used to measure the implementation of collaborative strategy in teaching reading comprehension through pretest and posttest. Meanwhile, the qualitative method is used to measure how students respond to the use of CSR in improving students' reading comprehension (sugiyono, 2016). The research instrument consisted of two parts, the first instrument was in the form of a test consisting of pre-test and post-test, while the second instrument was in the form of a questionnaire. This research was conducted at SMP Kartika Wirabuana XX-2 Makassar with the population of the class IX A and IX B, with total 60 people. While the sample of this study, the researcher took class IX A as a sample because the average ability of the students was not much different.

The following is the formula to analyze the students scores from the data collected for the first research question, to what does the effect of using CSR in teching reading comprehension, and the second is what the respons from students through using CSR.

1. The students' score of reading comprehension calculate through by (Yeni Mardiyana Devant, 2017).

The formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{Maximum score}} \times 100$$

Calculating the percentage of the student's score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency

N: The total number of students

2. Find out the mean sore questionnaire by using the following formula :

$$X = \frac{\sum X}{N}$$

Where:

X = Mean Score

$\sum X$ = Total Score

N = Number of Students

3. FINDING AND DISCUSSION

In this finding, two research questions were presented, namely the effect of using collaborative strategy reading based on the data obtained at the pre test and post test and the students respons to collaborative strategy in teaching reading comprehension

a. Findings the effect of using CSR to improve students reading comprehension

Table of the students mean scores of reading comprehension

		Statistics			
		pretest literal	pretest interpretive	posttest literal	posttest interpretive
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		55.83	56.00	70.00	70.33
Std. Deviation		12.532	11.402	12.106	10.581
Minimum		30	35	40	55
Maximum		75	75	90	90
Sum		1675	1680	2100	2110

Source: IBM SPSS 26

From the statistical table above, it can be seen that the total score in the literal pretest is 1675 then the mean value of the literal pretest is 55.83 with a standard deviation of 12,532 and a maximum score of 75 and a minimum score of 30, then the post-test total score is 2100 with a score of 2100. an average of 70 with a standard deviation of 12.106, a maximum value of 90 and a minimum value of 40.

Then in the interpretive the overall number in the pre-test is 1680 with an average value of 56 standard deviations of 11.402 the maximum value is 75 and the minimum value is 35, then in the post-test the total score is 2110 with an average value of 70.33 and a standard deviation of 10,581 the maximum value is 90 and the minimum value is 55.

b. Finding the questionnaire through collaborative strategy reading

The results of the questionnaire showed that the average value of the questionnaire is 70.6% which in the classification table is included in the category of positive responses. It can be concluded that the student's response to the research given by the researcher for a month with 5 meetings is positive meaning that the students liked the way researchers provided during learning teaching processes.

DISCUSSION

In this discussion, two aspects were presented, namely the effect of using collaborative strategy reading based on the data obtained at the pre test and post test and the students responses to collaborative strategy in teaching reading comprehension.

1. The discussion of the finding through the test

a. Literal comprehension

In applying the Collaborative Reading Approach Strategy in the classroom, the data collected through testing, as described in the previous findings section showed that students' literal understanding of the findings section showed main ideas increased significantly. The data in table 4.4 shows that the score of finding the main idea increased by 25.38% from the average score of 55.83 on the pretest to 70 on the post-test. The students' post-test scores were higher than the students' mean pre-test scores.

b. Interpretative Comprehension

in applying the Collaborative Approach to the strategy in the classroom, the data was collected through tests as described in the previous findings section showed that students' interpretive understanding to make inferences was significantly improved. This is supported by the post-test mean score of students' interpretive understanding to make conclusions which is higher than the initial test.

From the data above the ability of the students increased. it can be seen from the pre test students scores who are classified as bad but, after the treatment the students scores in post test is increased. This showing that collaborative strategy method is effective. This was suitable to what was stated by Putri & Ohoiwutun, (2017). That the CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. This technique is a way to help second language learners engage with the difficult text and use the key reading strategies to improve comprehension.

2. The discussion of the finding through the questionnaire

From the results of the questionnaire which showed that the average value of the questionnaire was 70.6% which in the classification table was included in the category of positive responses. It can be concluded that the student's response to the research given by the researcher for a month with 5 meetings is positive, meaning that students liked the method. The researcher provided CSR learning to the students. By looking at changes in the development of students' classification proves that using Collaborative Strategy Reading has developed students' literal and interpretative comprehension in reading comprehension. They can help students to develop their thinking in getting ideas or making conclusions in the reading process.

CONCLUSION

1. The use of the Collaborative Reading Strategy is effective in improving students' interpretive reading comprehension skills of Kartika Wirabuana XX-2 Makassar Middle School students in the academic year 2021/2022. Therefore the students' achievement can improved the ability to understand reading comprehension material in the post-test after being given treatment was also improved.
2. Through the results of the pretest and posttest, the results of the t-test value of significance level = 0.05, degrees of freedom (df) = 29 indicate that the t-table value and t-test value (10,433>1,699) and also the t-test value Interpretive understanding is better. greater than the value of t-table (13,459>1,699). Therefore, it can be concluded that the statistical hypothesis H1 is accepted and the statistical hypothesis H0 is rejected.

This means that the use of CSR teaching reading comprehension can improve students' reading comprehension and from the results of the questionnaire which shows that the average value of the questionnaire is 70.6% which in the classification table is included in the category of positive responses, it can be concluded that the student's response to the research given by the researcher for a month with 5 meetings is positive, meaning that students like the method. researchers provide CSR learning to students.

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