THE EFFECT OF COLLABORATIVE STRATEGY READING ON STUDENTS' READING COMPREHENSION AT SMA ISLAM TERPADU WAHDAH ISLAMIYAH MAKASSAR

Rindiani *[1]
Vivit Rosmayanti [2]
Hasnani [3]

[1,2,3] Universitas Megarezky
*e-mail: rindianirindiani@gmail.com[1]

Abstract

This study aims to determine the improvement of students' reading comprehension related to the main idea. Three processes were carried out, namely pretest, treatment and post-test consisting of six meetings. This study is a pre-test and post-test study. The population in this study were students of class X.2 SMA Islam Terpadu Wahdah Islamiyah Makassar and sampling using random sampling technique. The sample in this study was 27 students of class X. The research instrument was a narrative text consisting of 20 multiple-choice questions. The data results showed that there was a difference between students' pre-test and post-test. The main score of students before being given treatment was 42.59 and increased to 62.59 after implementing Collaborative Strategy Reading (CSR). The results of data analysis using the independent T test showed that Sig. (2-tailed) of 0.000 was lower than 0.05 so that (Ha) was accepted and (Ho) was rejected. Based on the results of this study, it can be concluded that Collaborative Strategy Reading can improve the ability to read English texts of tenth grade students of SMA Islam Terpadu Wahdah Islamiyah Makassar

***Keywords:** Collaborative Reading Strategy, Teaching Reading, Literal Comprehension, Narrative Text.*

INTRODUCTION

English is the language with the most speakers, otherwise known as the linguage franca (Tamrin & Yanti, 2019). Mastering English is very important, because by learning English, students have the opportunity to achieve a successful future. Learning English is very important for most people, especially in the world of education. In learning English there are four skills in learning English, namely reading, writing, listening, and speaking.

According to Damanik & Herman, (2021) objectively, teaching English requires an enlightening and creative mindset that contributes to many aspects of language. English skills, on the other hand, are divided into 4 types: Observing skills refer to descriptions of what the listener hears, dialogue skills refer to students' skills to speak efficiently and correctly, reading skills refer to students' descriptions of what they hear and have heard. reading, as well as writing skills refer to written reading related to correct English grammar. One of the four skills that students must master is reading.

Reading is important because it allows one to understand the main points of certain information or read from a printed page, and those who read a lot will have more knowledge and up-to-date information, which will help them improve their speaking skills. , writing, and listening skills. Reading is an important aspect of widening your horizons because every reader is different in abilities, skills, age, and gender, and understanding a text will produce different results.

Reading comprehension is essential not only for understanding texts, but also for learning more generally and thus, education more broadly. It is also necessary for social activities because email, SMS, documents and various web applications are used to carry out work, study and daily activities.

According to Sajid and Fraidan (2019) there are other factors that affect the ability of readers to understand texts, namely strategies that serve as guides for readers to understand text ideas. Reading is very important because it allows one to understand the main points of a text. Reading ability is the most basic skill that allows students to recognize words, understand their meanings, and understand a text.

The ability to read does not come naturally to a person but is acquired through a process called learning. Reading is the most important part of life, because the process of learning to read must be completed. Someone learns to gain experience and information for the benefit of knowledge through reading.

Therefore, in the world of education, a teacher must make the class fun and build students' interest and motivation in learning to read. So, an English teacher must be creative in choosing strategies to teach reading comprehension. One alternative strategy used to teach reading comprehension is CSR (Collaborative Strategic Reading).

Collaborative Strategic Reading (CSR) is a strategy that aims to help improve students' reading comprehension by working together in groups. CSR is originally designed by which has combined modifiable reciprocal teaching and cooperative learning. The CSR strategy consists of 4 steps that students apply before, during and after reading in small groups, in one group there are 5 students. The concept of this strategy is : Connects students to work together in small cooperative groups (3-5) and practice 4 reading strategies: Preview, Click & amp; Clunk, Get the Gist and Wrap Up. Preview allows students to arouse attention and activate background knowledge to predict what they will learn (Meredith Jones Ross, 2020) Click & amp; Clunk is a self-monitoring strategy that controls their explanation of words, concepts and ideas that they understand or don't understand or need to know more (Sembiring, 2019). Finding the Core. Students recognize the main ideas from reading to confirm their explanation of the data. Wrap Up gives students the opportunity to practice metacognitive strategies (design, monitor, and evaluate) to expand further understanding.

In addition, the students' problem is the lack of mastery of vocabulary where they will not be able to read and understand the text properly if there are foreign words in learning English at SMA Islam Terpadu Wahdah Islamiyah Makassar. Thus, they have difficulty recognizing and understanding what the text means. Therefore, researchers are interested in using collaborative reading strategies in this study.

Strategy reading comprehension in learning for students already exist and have been implemented. However, teacher often find it easy to operate and implement these strategy to facilitate the teaching and learning process. The teaching strategy used must also be adapted to the need of students so that teaching reading comprehension only includes reading activities, then the teacher asks students to answer questions related to reading.

METHOD

This type of research was a quantitative study used a pre-experimental approach and used one group pre-test post-test. The pre-experimental approach was a type of research that has not been taken seriously. Thus the experimental results can be known more accurately because we can compare conditions before and after treatment. This research was used three stages of the process, namely pre-test, treatment and post-test to determine the increase in students' reading comprehension through the application of Collaborative Reading Strategy. The variables in this study are divided into two, The independent variable and The dependent variable. The population of this study were all students of class X SMA Islam Terpadu Wahdah Islamiyah Makassar. The sample of this research is class X.2 students of SMA Islam Terpadu Wahdah Islamiyah Makassar. This research was conducted in december at Tenth Grade of SMA Islam Terpadu Wahdah Islamiyah, located in Jl. Antang Raya, No. 48, Antang, Kec. Manggala, Kota makassar, Selawesi Selatan. This study consisted of 10 multiple choice questions for the pre-test and 10 for the post-test. Data analysis is a process that occurs after all responses (population/sample) was collected. There are three types of data to be tested in this study, namely the normality test, homogeneity test, and hypothesis testing.

RESULTS AND DISCUSSION

The results of research on the Effect of Collaborative Reading Strategies on Students' Reading Comprehension. This research used a pre-experimental method which only involved one pre-test and post-test group. The results of this research are to find out whether there is an influence of collaborative reading strategies on students' reading comprehension in English or not. From the

results of the research data analysis carried out, it can be described as follows:

A. Finding

1. Descriptive Statistical Analysis

a) Description of the Students' Scores Pre-test

The researcher used a pre-test to determine the effect on reading cmprehension performance of tenth grades students at SMA Wahdah before using collaborative strategy reading. The description of the students' pre-test results can be seen in the table below:

Table 1. students' scores pre-test

NO	Value interval	Categories	Frequency(F)	Percentages(%)	Minimum Completeness criteria score: 75
1	96 – 100	Excellent	-	-	-
2	86 – 95	Very Good	-	-	-
3	76 – 85	Good	-	-	-
4	66 – 75	Fairly Good	-	-	-
5	56 – 65	Fairly	-	-	-
6	36 – 55	Poor	19	70%	Failed
7	0 – 35	Very Poor	8	29%	Failed
	Total		27	100%	0 (pass the score of 75)

Based on Table 1.4 above, it can be seen that in the pre-test, there were 8 (29%) students whose reading comprehension entered the "very poor" category. There were still 19 (70%) students entered the "poor" category. Based on the student's scores results, none of them got the minimum completeness score of 75 scores. So the student's ability on pre-test is still very lacking.

b) Description of the Students' Scores Post-test

The researcher used a post test to determaine the reading comprehension performance of tenth grades students at SMA Wahdah after using Collaborative strategy reading. The description of the student's post test results can be seen in the table below :

Table 2. students' scores post-test

NO	Value interval	Categories	Frequency(F)	Percentages(%)	Minimum Completeness criteria score: 75
1	96 – 100	Excellent	-	-	-
2	86 – 95	Very Good	2	0,07	Success
3	76 – 85	Good	-	-	
4	66 – 75	Fairly Good	1	0,03%	Failed
5	56 – 65	Fairly	21	81%	Failed
6	36 – 55	Poor	3	0.11%	Failed
7	0 – 35	Very Poor	-	-	Failed
	Total		27	100%	0 (pass the score of 75)

Table 2.4 showed there were still 3 (0.011%) students whose got the " poor" category in

interval score post-test, 21(0,077%) students whose got the "fairly" category, 1 (0,03%) students got the "fairly good" category, and 2 (0,07%) students got the "very good" category. It means that there was an improvement in students on valid minimum completeness criteria.

c) Descriptive data analysis

Table 3. Descriptive data Analysis
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre	27	30	55	42.59	8.247
post	27	55	90	62.59	8.477
Valid N (listwise)	27				

Source : : IBM SPSS Statistics Version 22

Based on Table 3.4 above, it can be seen that N = Valid 27 and 0 students were missing from the class. The mean of the pre-test was 42.59 and the post-test was 62.59. The minimum pre-test was 30 and the post-test was 55. The maximum of the pre-test was 55 and the post-test was 90. Based on the data we can know that there was an improvement between Students" pre-test and post-test.

2. Inferential Statistical Analysis

a) Normality Test

The researcher analyzed the normality of the data before analyzing the hypothesis. The result of the normality test was used to see whether the data of the research had been normally distributed or not. The normality test is used by Shapiro Wilk by using SPSS statistic version 22. The criteria of the hypothesis are:

1) If the significance value is > 0,05 the data is normally distributed.
2) If the significance value is < 0.05 the data is not normally distributed.

Table 4. Tests of Normality
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.244	27	.000	.886	27	.007
post	.398	27	.000	.562	27	.000

a. Lilliefors Significance Correction

Based on Table 4, it can be seen that the result of the data is t value (Sig.) > 0.05. It means that the variables are normally distributed. So, because all the data is normally distributed then the analysis can be continued.

b) Homogeneity Test

The homogeneity test was to know whether the data come from homogeneous variances or not. The test homogeneity is using the Levene test in SPSS Statistic version 22. These research criteria, for determining of homogeneity of the data were:

1) If the significance value is > 0.05 the data is homogen.
2) If the significance value is < 0.05 the data is not homogen.

Table 5. Tests of Homogeneity of Variances
Test of Homogeneity

Levene Statistic	df1	df2	Sig.
3.366	3	22	.037

Based on Table 5, it can be seen that the sig value is 0,37. It means that the sig t value > 0.05 so the data is homogeneity and the data analysis can be continued with parametric statistics.

c) T- test

The hypothesis test was analyzed using the T-test to determine whether the use of Collaborative Strategy reading could improve students' reading comprehension in tenth-grade students at Wahdah Islamiyah Integrated Islamic High School. The T-test is used after carrying out normality and homogeneity tests with normal distribution and homogeneity, and then the analysis continues with hypothesis testing using the paired sample T-est.

This technique is used to test whether a certain value is significantly different or not from the test. The T-test uses the Paired sample Test in SPSS Statistics version 22. The research criteria for determining the data hypothesis are:

If t > 0.05 then $H0$ it is rejected, and if t < 0.05 then $H0$ is accepted

Table 6 Paired Samples Test

Paired Samples Test

			Paired Differences						Sig. (2-tailed)
						95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pre - post	-20.000	9.405	1.810	-23.721	-16.279	-11.049	26	.000

Based on Table 6 above, it can be seen that the t value was -11.049 and the df value is 26 with a significance value of t (sig) 0,000 < 0.05 then, this shows that there is a significant difference. In other words, accept the alternative hypothesis (Ha) and reject the null hypothesis($H0$) to test.

From the results of hypothesis testing, it is proven that "The used of Collaborative Strategy Reading" was effective to improve students Reading Comprehension for the thent-grade students of SMA Islam Terpadu wahdah Islamiyah."

Discussion

This research was conducted to determine whether the used of Collaborative Strategy Reading can have a positive impact on the reading comprehension of the tenth-grade students at SMA IT Wahdah Islamiyah Makassar. The researcher used the help of a narrative text to improving students' reading comprehension to make students interested and easily understand the explanation of the lesson given.

In this research, the writer used a pre-experimental design using One Group Pretest-Posttest design. The aimed of this research was to prove the effect of using Collaborative strategy Reading on students' reading comprehension at SMA Wahdah. The population in this research was all tenth-grade students. The sample for this research was 27 students in tenth grade. In this research process, the researcher was given a pre-test to students before giving treatment form of a basic word that students must be reading in English to find out the extent of the students' reading performance. In this research, there were four meetings in doing treatment with the help of a narative text, then the researcher was given a post-test to students find out the effect of the collaborative strategy reading on students' reading comprehension.

Based on the table 1 and 2 shows that in the pre-test scores carried out by 27 students, there were 8 (29%) students whose reading comprehension entered the "very poor" category. There were still 19 (70%) students entered the "poor" category. Based on the student's scores results, none of them got the minimum completeness score of 75 scores. So the student's ability on pre-

test is still very lacking. Based on previous observations, this happens because most students do not understand how to read English narrative text correctly. after being given treatment, and getting the post-test results, there were still 3 (0.011%) students whose got the " poor" category in interval score post-test, 21 (0,77%) students whose got the "fairly" category, 1 (0,03%) students got the "fairly good" category, and 2 (0,07%) students got the "very good" category.. In addition, based on the results of the calculation process, the researcher obtained a mean students score in the pre-test was 42.59 and the post-test was 62.59.

After conducting research and calculating the data, it can be showed that the used of Collaborative Strategy Reading in teaching reading comprehension can be said to be successful or effective.

As for the increase in the use of the jigsaw method in learning to read narrative texts, it can be seen through hypothesis testing, namely by statistical analysis which states that the value of Sig is $0.000 < 0.05$ and $t\ count$ of Sig < is $0.000 < 0.05$ So, Ha is accepted and $H0$ is rejected.

From the data analysis above, the writer can be concluded that there were enhancements in students' pronunciation after being taught using the Pronunciation Application. It can be said that the hypothesis is accepted, namely that using the Collaborative Strategy Reading showed a positive effect to be implemented for students, especially for the tenth-grade students at SMA Islam Terpadu Wahdah Islamiyah.

CONCLUSION

Based on the findings and discussion in previous chapter, it is shown that there were positive results in using the Collaborative Strategy Reading for the Reading Comprehension of the tenth-grade students at SMA Islam Terpadu Wahdah Islamiyah Makassar. Based on the results of the calculation process, the researcher obtained a mean students score in the pre-test was 42.59 and a mean students score in the post-test was 62.59. After conducting research and calculating data, it can be concluded that the used of the Collaborative Strategy Reading in teaching Reading Comprehension performance was to be successful or effective.

BIBLIOGRAPHY

Alqarni, F . (2015). Collaborative Strategic Reading to Enhance Learners" Reading Comprehension in English as a Foreign Language. Academic Journal of Interdisciplinary Studies,4(1),161166.https://doi.org/10.5901/mjss.2015.v4n1p161

Damanik, A. S., & Herman, H. (2021). Improving Students" Reading Comprehension Through Question Answer Relationship Strategy (QARS). Inovish Journal, 6(1), 84 101.http://ejournal.polbeng.ac.id/index.php/IJ/article/view/1949

Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The Science of Reading Comprehension Instruction. Reading Teacher,74(6),663 672. https://doi.org/10.1002/trtr.1993

Erkaboyeva, M.,& Bektoshev, O. (2021). Approaches to defining the of "Reading"and"Authentic materials" in english methodology Muslimaxon.

Fatimah, A. S., Kardijan, D., & Sulastri, F. (2020). Blogging in Extensive Reading: Students" Voice in Blended Learning Classroom. Vision: Journal for Language and Foreign Language Learning,9(1), 81 95. https://doi.org/10.21580/vjv9i14847

Gani,S.A. ,Yusuf,Y. Q. , & Susiani, R. (2016). Progressive outcomes of collaborative strategic reading to EFLlearners. Kasetsart Journalof Social Sciences, 37(3), 144–149. https://doi.org/10.1016/j.kjss.2016.08.004

Handayani, S. (2016). Pentingnya Kemampuan Berbahasa Inggris Sebagai bahan Dalam Menyongsong Asean. Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah, 3(1),102106. http://ispijateng.org/wpcontent/uploads/2016/05/PentingnyaKemampuan-Berbahasa-Inggris-Sebagai Dalam Menyongsong-Asean Community-2015_Sri Handayani.pdf

Handayani, R. (2020). Metodologi Penelitian Sosial. Yogyakarta:Trussmedia Grafika.

Latifa A. (2021). Collaborative Learning as A Strategy to Improve the English Reading Comprehension of Indonesian Learners in The Agribusiness Department at Muhammadiyah University of Parepare.

Journal of English Language Teaching and Applied Linguistics, 3(2), 78–84. https://doi.org/10.32996/jeltal.2021.3.1.8

Lee, K. (2017). Using Collaborative Strategic Reading with Refugee English Language Learners in an Academic Bridging Program. TESL Canada Journal, 33(10), 97– 108. https://doi.org/10.18806/tesl.v33i0.1248

Mardiana, A .(2017). The use of directed reading thinking activity (DR TA) strategi to improve reading comprehension ability at the tenth grades of Smk pgri 1 punggur in the academic yearof 2017/2018. 13106527.

Meredith Jones Ross (2020). Exploring the effectivness of Collaborative Strategic Reading for K-12 students through an integrative review Meredith. Paper Knowledge . Toward a Media History of Documents, January.

Mislaini. (2015). Improving students" reading comprehension of narrative text by using fable at the grade X SMAN 1 Bonai Darussalam. JurnaL Mahasiswa FKIP Universitas Pasir Pangaraian,1(0),8. https://doi.org/10.2991/icigr-17.2018.34

Novita, D. (2018). Collaborative Strategic Reading (CSR): An Attractive Strategy for Teaching Reading Skill. 125(Icigr 2017), 98–102. https://www.atlantis-press.com/proceedings/icigr-17/25890847

Rajaei, A., Talebi, S.H., & Abadikhah, S. (2020). The effects of collaborative and non-collaborative approaches to teaching reading strategies on iranian efl learners" reading comprehension and attitude toward reading. Ikala, 25(1), 55– 73. https://doi.org/10.17533/udea.ikala.v25n01a05

Rilani, Y., & Fatimah, S. (2018). the effect of tea party strategy toward student reading comprehension f narative text. 126–130.

Sajid, M. K. M., & Fraidan, A. Al. (2019). Effectiveness of reading aloud strategies for inferential reading comprehension skills and text difficulties of saudi students at university level. International Journal of Innovative Technology and Exploring Engineering, 9(1), 2983 2989. https://doi.org/10.35940/ijitee.A9120.119119

Sembiring, L. T. A. B. (2019). The Impact of Collaborative Strategic Reading and Questioning the Author on Students" Reading Comprehension with Different Ability Grouping and Self- Efficacy in Universitas Dehasen Bengkulu Dissertation. Narratives of Therapists' Lives.

Sugiyono. (2015). Research methods Quantitative. Bandung : Alphabet

Suhono, & Sari, 2017; Suhono, 2016; Haikal, H. (n.d.). Suhono, & Sari, 2017; Suhono, 2016; Haikal, H.

Tamrin, A. F &Yanti, Y. (2019).Peningkatan keterampilan bahasa Inggris masyarakat pegunungan di Desa Betao Kabupaten Sidrap. Transformasi: Jurnal Pengabdian Masyarakat, 15(2), 61 72.https://doi.org/10.20414/transformasi.v15i2.1673

Xu, X., Kauer, S., & Tupy, S. (2016). Multiple-choice questions: Tips for optimizing assessment in seat and online. Scholarship of Teaching and Learning in Psychology, 2(2),147 158. https://psycnet.apa.org/doiLanding?doi=10.1037%2Fstl0000062

Yentri Anggeraini, Nurhasanah, & Madenta,T. (2020). Efl Learners`Reading Habit and Their Reading Comprehension Enhancement Through Partner Reading. Getsempena English Education Journal,7(2),294 306. https://doi.org/10.46244/geej.v7i2.985

Zhang,L.(2018). Metacognitive and Cognitive Strategy Use in Reading Comprehension. Metacognitive and Cognitive Strategy Use in Reading Comprehension. https://doi.org/10.1007/978-981-10-6325-1