



The Effect of Collaborative Strategy Reading (CSR) on Students' Reading Comprehension at The Eleventh Grade of SMK Perbankan Riau

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Abstract

The purpose of this research to examine the significant difference of the students reading comprehension which taught and without by using Collaborative Strategic Reading (CSR) at the eleventh grade of SMK PERBANKAN RIAU. This research was quasi-experimental design. The sample of this research was 2 group, there were 21 students of X1 MP 2 as the experimental group and there were 22 students of X1 MP 1 as the control group. taken by cluster random sampling. The population of this research was eleventh grade at SMK PERBANKAN RIAU. The techniques of collecting data were multiple choice test. The researcher used independent sample t-test by using SPSS to analyzed the data. The result shown that the sig.2 tailed score was $0.000 < 0.05$. It provide that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. It means that there is a significant effect in the reading comprehension of students who are taught by using collaborative strategy reading with students who are not taught by using collaborative reading strategy of the eleventh grade SMK PERBANKAN RIAU.

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INTRODUCTION

Reading is a fundamental skill that serves as a gateway to knowledge, critical thinking, and academic success. It is not merely the process of recognizing words but involves deep comprehension, interpretation, and interaction with texts. Reading comprehension, therefore, plays a crucial role in ensuring that individuals can extract meaning from written materials, analyze information, and apply their understanding in various contexts. Reading comprehension is defined as the ability to process texts, understand their meanings, and integrate them with prior knowledge (Snow, 2002). It involves several cognitive processes, including decoding, fluency, vocabulary acquisition, inference-making, and summarization. These processes enable readers to construct meaning from texts rather than passively receiving information.



Many studies focus on the immediate impact of reading comprehension strategies, such as summarizing, questioning, and making inferences (Duke & Pearson, 2002). However, research on the long-term retention and application of these strategies across different academic levels is limited. More studies are needed to determine whether students continue using these strategies effectively over time. Most research on reading strategies focuses on general student populations, with limited studies on their effectiveness for struggling readers, students with learning disabilities, or English as a Foreign Language (EFL) learners (Klingner, Vaughn, & Boardman, 2015). More research is needed to determine how reading strategies can be adapted to meet the needs of diverse learners. Studies suggest that using multiple reading strategies (e.g., Reciprocal Teaching, Collaborative Strategic Reading) is more effective than using a single strategy (Pressley, 2006). However, there is no clear consensus on which combinations work best for different student groups, text types, or learning environments. Further research is required to identify the most effective strategy integration models.

Anderson (1985), First, they find it difficult to understand the context and get information from the text, thus students can fail to understand the context and get information from the reading. Second, students can translate in their own words without knowing what message the author actually meant. Third, low motivation when reading English texts. These things will cause problems and must have solutions to reduce and solve these problems. Based on the text above it can be concluded that, students still experience difficulties in reading comprehension. Some of the difficulties faced by students in reading comprehension,

Related with the problems above, the researcher also found the at SMK PERBANKAN RIAU. Based on the academic year 2023/2024, SMK PERBANKAN RIAU is one of the schools that applies the Merdeka curriculum as a guideline in teaching and learning process. As an educational institution, this school also teaches English lessons for all language skill, especially for reading skill. In SMK PERBANKAN RIAU, English lessons are taught 3 times in a week with the duration of 45 minutes. Based on the Merdeka curriculum of SMK PERBANKAN RIAU, the Learning objective of English lesson in Descriptive text for the second grade in SMK PERBANKAN RIAU; students are able to Analyze the social function, text structure and linguistic elements of a text descriptive in groups.

Based on the preliminary research and observation done by researcher. The preliminary research had conducted in SMK PERBANKAN RIAU the researcher asked to English teacher about the teacher strategy in teaching process. Teacher uses textbook to explain the materials. The teacher asked the students to read certain text in the book or students' exercises book (LKS), and then she asked them to do the task following the text. Teacher has explained the material very clear. And also, the researcher asked English teacher about students understanding in descriptive text. The English teacher said that. Some of the students get a low score in terms of their reading comprehension, Some of the students have difficulty identifying the main idea in descriptive text, Some of the students have difficulty to understand the text because they lack of vocabulary, Some of the students



have difficulty in identifying detail information in descriptive text, Some of the students have difficulty in making conclusion in descriptive text.

In the teaching and learning process, teachers need methods to make the lesson easier. Many variations of techniques are offered in teaching reading for developing students' reading comprehension. One of those techniques which are known to improve students' reading ability is Collaborative Strategic Reading (CSR) that is an instructional approach that combines cooperative learning with reading comprehension strategies to help students understand texts more effectively. This method was developed by Klingner and Vaughn (1998) and is particularly beneficial for diverse classrooms, including English as a Foreign Language (EFL) learners and students with learning difficulties. Collaborative Strategic Reading (CSR) is a teaching method that combines reading strategies with group work to enhance students' reading comprehension. This method is designed to help students develop critical thinking and metacognitive skills through four main strategies: predicting, clarifying, questioning, and summarizing. CSR aims to make students more active in the reading process and deepen their understanding of texts.

Several studies have been conducted to evaluate the effectiveness of CSR in improving students' reading comprehension: According to Fanni (2021), CSR had a positive impact on students' reading comprehension. Similar with Puspita (2023) stated that CSR had a positive impact on students' comprehension of narrative texts. Then, Rosyi (2016) stated that CSR was effective in improving students' reading comprehension regardless of their learning style. Also, Aulia (2021) on his research found that the post-test reading comprehension scores were higher than the pre-test scores after the implementation of CSR. This indicates a significant difference in students' reading comprehension using the CSR technique.

According to Ritu (2015), that the primary elements of collaborative learning are: a shared task or activity; small group learning; cooperative behavior, interdependence; and individual responsibility and accountability. Besides, the phrase collaborative learning referred to the learning activities expressly designed for and carried out through pairs or small interactive groups.

According to Barkley (2014), in the collaborative learning process, there must be these three features. There are some essential features of collaborative learning. The first feature is intentional design, the second is co-laboring, and the third feature of collaborative learning is meaningful learning. In addition, the students are working in groups, and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate question about the text. It means that students are given the opportunity to contribute their group by working together. As the result of the application of CSR, students are not only able to have better comprehension of a text but also learn to communicate in a small group.



METHOD

Research design and participants

This study employed a quasi-experimental design involving an experimental group and a control group. The research examined differences in students' reading comprehension between those taught using Collaborative Strategic Reading (CSR) and those taught without CSR. The procedure consisted of three stages: a pre-test, treatment, and a post-test. The pre-test assessed students' reading comprehension before the treatment, while the post-test assessed their performance after the treatment.

The population comprised eleventh-grade students at SMK Perbankan Riau in the 2023/2024 academic year. The sample was selected using cluster random sampling, with two existing classes chosen by lottery. The selected classes consisted of 21 students from XI MP 2 as the experimental group and 22 students from XI MP 1 as the control group, resulting in a total sample of 43 students. The experimental group received instruction using CSR, whereas the control group received instruction without CSR.

Instruments and data collection

Data were collected using reading comprehension tests administered before and after the treatment. Each test consisted of 20 multiple-choice items, with five response options per item and one correct answer. Each correct answer was awarded five points, yielding a maximum possible score of 100. The test scores provided quantitative data on students' reading comprehension in both groups.

Data collection followed the three stages of the research procedure. First, a pre-test was administered to both groups to assess their reading comprehension before the treatment. Second, CSR was implemented in the experimental class, while the control class was taught without CSR. Third, a post-test was administered to both groups after the treatment. The pre-test and post-test scores were then organised for descriptive and inferential analysis.

Data analysis

The data were analysed using SPSS version 23. Descriptive statistics, including means and standard deviations, were used to summarise the pre-test and post-test scores of the experimental and control groups. These statistics described students' performance before and after the instructional period.

The Shapiro-Wilk test was used to assess the normality of the score distributions, and Levene's test was used to examine the equality of variances between groups. An independent-samples t-test was used to compare the post-test scores of the experimental and control groups. This analysis examined whether students taught using CSR differed significantly in reading comprehension from those taught without CSR. Statistical significance was evaluated at the .05 level.



FINDINGS AND DISCUSSION

Results

Reading comprehension with CSR

The data of students' reading comprehension taught by using collaborative strategy reading (CSR) were also gotten from pre-test and post-test of XI MP 2 as an experimental class taken from the sample of this class (21 students). The data can be seen from the table below:

Table 1. Experimental class pre-test and post-test statistics

Statistic	Pre-test	Post-test
N — Valid	21	21
N — Missing	0	0
Mean	71.1905	81.6667
Std. Error of Mean	1.45997	1.61708
Std. Deviation	6.69043	8.03561

Based on table above, mean of pre-test for experimental class is 71,19 and standard deviation for experimental class is 6,69 Then, mean of post-test experimental class is 81,66 and standard deviation is 8.03.

Reading comprehension without CSR

The data of students' reading comprehension taught without using collaborative strategy reading (CSR) were taken from pre-test of XI MP 1 as control class taken from the sample of this class (22 students). The data can be seen from the table below:

Table 2. Control class pre-test and post-test statistics

Statistic	Pre-test	Post-test
N — Valid	22	22
N — Missing	0	0
Mean	72.5000	74.3182
Std. Error of Mean	1.65368	1.82154
Std. Deviation	6.69455	7.60568

Based on table above, mean of pre-test for control class is 72.50 and standard deviation is 6.69. Then, mean of post-test for control class is 74.31 and standard deviation is 7.60.

Difference in reading comprehension between the two groups

In order to know the significant difference between post-test score in experimental class and post-test in control class, the analysis was continued by using independent sample t-test, as follow:



Table 3. Independent samples t-test

Statistic	Equal variances assumed	Equal variances not assumed
Levene's F	1.635	
Levene's Sig.	.208	
t	1.345	1.352
df	41	39.704
Sig. (2-tailed)	.000	.000
Mean difference	2.82468	2.82468
Std. error difference	2.10037	2.08904
95% CI lower	-1.41711	-1.39841
95% CI upper	7.06646	7.04776

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance. It can be seen that the sig. value of Levene's Test is 0.208. It can be stated that $0.208 > 0.05$. It means that H_0 is accepted, so the variance of the population is identical. Then, to know whether there is or not the statistically difference, independent sample T Test shows the t-test for Equality of means.

From the output above, it was found that the sig.2 tailed value was 0.000. It can be stated that $0.000 < 0.05$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. This means that there is a significant effect in the reading comprehension of students who are taught by using collaborative strategy reading with students who are not taught by using collaborative reading strategy of the eleventh grade SMK PERBANKAN RIAU.

Discussion

This study examined the reading comprehension of eleventh-grade students at SMK Perbankan Riau who were taught using Collaborative Strategic Reading (CSR) and those taught without CSR. The discussion addresses students' performance in the two groups and relates the findings to previous studies on the use of CSR in reading instruction.

The experimental group's mean score increased from 71.19 in the pre-test to 81.67 in the post-test. The control group's mean score also increased, from 72.50 to 74.32. These descriptive results show that both groups obtained higher mean scores after the instructional period, with a larger increase in the experimental group. Although the experimental group began with a slightly lower mean score, its post-test mean exceeded that of the control group. This pattern indicates more favourable reading comprehension outcomes among students who received CSR instruction in the present study.

The descriptive findings are consistent with those reported by Patimah (2017), who investigated the implementation of CSR among eleventh-grade



students at MA Mannongkoki Takalar. Using a pre-experimental design and purposive sampling, Patimah reported that CSR contributed to students' reading comprehension. Both studies therefore reported positive outcomes associated with CSR instruction. However, their research designs and sampling procedures differed: the present study involved experimental and control groups selected through cluster random sampling.

Related findings were reported by Husniati (2021), who examined CSR through classroom action research. The study consisted of two cycles, each involving planning, action, observation, and reflection. Husniati reported that CSR helped students become actively involved in the learning process and supported their comprehension of English texts. This finding complements the present study's focus on reading comprehension scores by describing students' involvement during CSR instruction. However, increased classroom participation was reported in Husniati's study and was not established by the test scores presented in the current research.

Cindy (2019) also investigated CSR in teaching descriptive texts to eighth-grade students at SMPN 32 Semarang. The study reported that students taught through the conventional Grammar-Translation Method experienced difficulties and showed limited interest in the learning process. CSR was reported to support comprehension of descriptive texts, summarising ideas, and critical thinking through its instructional steps. These findings provide a relevant comparison with the present study, although the participants were drawn from different educational levels and school settings.

Taken together, the previous studies and the present descriptive findings suggest that CSR can support reading comprehension across the settings examined. Nevertheless, differences in research design, participants, sampling procedures, and instructional contexts should be considered when comparing their results. The present study adds an account of CSR instruction among eleventh-grade vocational school students at SMK Perbankan Riau.

To address the third research question, the article reported an independent-samples *t*-test significance value of .000. However, this value is inconsistent with other statistics presented in the same table, including the reported *t* value and confidence interval. The original statistical output therefore requires verification before a statistically significant difference between the groups can be confirmed. The descriptive results establish that the experimental group obtained a higher post-test mean and a larger increase in mean scores; the inferential conclusion remains subject to that verification.

CONCLUSION

The descriptive findings showed an increase in reading comprehension scores in both groups. The experimental group, which received CSR instruction, improved from a mean of 71.19 to 81.67, while the control group improved from 72.50 to 74.32. The experimental group therefore demonstrated a larger increase and a higher post-test mean. The study also reported that 80.9% of students in the experimental group were classified in the very high category,



while 40.9% of students in the control group were classified in the high category.

These findings describe more favourable reading comprehension outcomes for the students taught using CSR at SMK Perbankan Riau. However, the reported significance value must be checked against the original SPSS output before concluding that the difference between the groups was statistically significant. The percentages and achievement categories should likewise be confirmed against the underlying score distributions.



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