

**THE INFLUENCE OF COLLABORATIVE STRATEGIC READING (CSR)
AND READING ATTITUDE TOWARD READING COMPREHENSION
ACHIEVEMENT TO THE TENTH GRADE STUDENTS OF
SMA NEGERI 1 BUAY MADANG OKU TIMUR**

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Abstract

This study aimed at finding out whether or not Collaborative Strategic Reading (CSR) and students' reading attitude influence the students' reading comprehension and there was or no a significant interaction effect of Collaborative Strategic Reading (CSR) and students' reading attitude toward the tenth grade students' reading comprehension of SMA Negeri 1 Buay Madang OKU Timur. The population of this study was 131 students of SMA Negeri 1 Buay Madang OKU Timur. From the population, there were 40 students taken as sample of experimental group and 40 students were as control group. The sample was taken using stratified random sampling. In carrying out the research, the writer used a factorial group design. Finally the calculation using a two-way ANOVA was used to measure an interaction between Collaborative Strategic Reading (CSR) and students reading attitude on their reading comprehension. Test of Between-Subjects Effects analyses, the significant value of the techniques (CSR and traditional) and the students' reading attitude were 0.130, the probability sig. of technique was 0.175, and the interaction between positive and negative attitude was 0.245 which higher than the significant level of p-value 0.05, it meant that there was no a significant interactions between students' interest and techniques. So, the research hypothesis that stated "there is no an interaction between CSR and reading attitude toward students' reading comprehension" was accepted and the null hypothesis was not rejected based on the data finding.

Keywords: *Collaborative Strategic Reading (CSR), Reading Attitude, and Reading Comprehension Achievement.*

INTRODUCTION

Reading is very important because by reading people can understand the information sent or read from the printed pages. Reading offers a productive approach to improve vocabulary and word power. Reading helps in mental development and it is an activity that involves greater levels of concentration and adds to the conversational skills of the readers. "Reading provides detailed information on reading, home reading, reading comprehension and more. Grabe and Stoller (2002:9) define reading as the ability to draw meaning from the printed page and interpret this information appropriately. Meanwhile, Harris (2007) said that the easiest way to educate any problem is to teach the skill of reading.

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. To develop the students' reading comprehension achievements in the classroom process, an understanding of the theories behind reading comprehension are really required. Three important theories on reading comprehension are necessarily noticed. There are the schema theory, mental models theory, and the propositional theory (Suhaimi, 2009). Reading comprehension is essential to life. Sugiarto (2004:1) asserts that teaching students how to use reading strategies will promote life-long learning and enable them to explore any world they choose and give them a chance to reach their lives goal'. Later he says that there are many factors that are able to affect students' success in reading that is teachers, students, and condition of environment, reading materials and reading methods that are used to learn reading materials.

To improve the quality of teaching and learning reading comprehension one of the available strategies suggested and being discussed here is used the Collaborative Strategic Reading (Klingner, 2000). The importance of reading strategy is elaborated by Killen (1998:3) as follows: Reading strategies play important role in understanding the reading materials". They facilitate the comprehension of the students who want to read effectively. A students who has determined what he or she expects to gain from his or her reading should select a reading strategy which a particular purpose. If he or she is reading a novel or magazine for pleasure, he or she would obviously not use the same kind of reading strategy to use in studying science books, linguistics, mathematics and other subjects. Moreover, to increase the skill in reading comprehension, either in reading for pleasure or for scientific lesson, the students showed get enough training both in the classroom and outside. They should also study English language thinking. To study reading, especially reading comprehension the students should enrich themselves with vocabulary which consists of the knowledge of meaning as grammar and the idea stated in the text. So, ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage. "The reader's vocabulary mastery is one of the important factors in the development of reading skills. The growth of reading habit is the continuous growth of words knowledge (Nation, 2003).

In local context a study has done by Dien (2010) showed that the reading attitudes, reading habits, and reading comprehension achievement of the students of Senior High School (SMA) in South Sumatra are still low. This study was intended to see whether or not students' attitudes towards reading and habits of reading comprehension achievement are

characterized by library visits. The factors of school libraries (total) are significantly correlated with students' library visits (43%) and with the reading comprehension achievement (23,1%). However, the problem is that in South Sumatra itself, only 30% of high school libraries satisfy the national standard (Alwi et al., 2008). Naturally this makes the students' reading habits not promising.

Related to some factors above, reading strategies are believed to play important role in teaching and learning in which the teacher should select appropriate reading strategies for students' particular purpose. The selection of the strategies should primarily meet the students' need. Due to the fact that there is no specific strategy that is best to apply to the students, so the teacher of English in this case must be wise and knowledgeable concerning with this different strategy application.

Based on the statement above the writer believes that reading activity is not solely the activity to read but it need students' comprehension to make reading more meaningful. This situation motivated the writer to conduct a research a title "The Influence of Collaborative Strategic Reading (CSR) and Reading Attitude toward Reading Comprehension Achievement of the Tenth Students of SMA Negeri 1 Buay Madang OKU Timur".

Based on the background above, the problems of the study are formulated as follows:

1. Is there any significant influence of CSR on students' reading comprehension achievement?
2. Is there any significant influence of students' reading attitude on their reading comprehension achievement?
3. Is there any significant interaction effect of CSR and reading attitude on students' reading comprehension?

CONCEPTUAL FRAMEWORK

The Concept of Reading

People may define reading differently based on their purposes and reasons in reading. Therefore, there are various definitions that have been stated by language experts. Reading is a complex, dynamic process that involves the bringing of meaning to and the getting of meaning from the printed page (Rubin, 1993:5). In other word, Bromley (1992:202) states that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

According to Pederick, Johnstone & King (2006:2), reading is decoding and understanding written text. Cline explains, decoding requires translating the symbols of writing systems (including Braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Reading is one important skill in learning a language. It is also a means of recreation and enjoyment. At the same time it enlarges knowledge and improves the technological achievement. In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazine.

Grabe & Stoller (2002:9) define reading as the ability to draw meaning from the printed page and interpret this information appropriately. Cohen states that reading has been described as the perception of current text in the perspective of previous text already read. He further states that the reading depends on how alert they are, how motivated they are to read the particular text, how good the fit is between what they are reading at the current moment and what they already read, their familiarity with the topic, and the complexity of the material.

Reading is used as an opportunity to teach pronunciation, encourage fluent and expressive speaking, but also offers a productive approach to increase vocabulary and word power. There are five advantages to reading English based on Beatrix & Linda (1998:3): (1) reading in English help you learn to think in English, (2) reading in English help you build your English vocabulary, (3) reading in English makes you more comfortable with writing in English. You can write better in English if you feel comfortable with the language, (4) reading in English may be the only way for you to use English if you live in a non-English-speaking country, (5) reading in English can help if you plan to study in an English-speaking country.

From the above definitions, it can be concluded that reading is a process which involves identifying, interpreting, and evaluating because it is appropriate with the reading steps. For example, in reading text, a reader usually starts from identifying the objective of reading, the types of text and reading strategies such as: speed reading, extensive reading, etc). Those steps have included automatically as a process of reading.

The Concept of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1987). CSR is the comprehension strategy which combine modification of reciprocal teaching (Palincsar & Brown, (1984) and cooperative learning strategy (Johnson & Johnson, (1987:2).

The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up*. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn.

Collaborative Strategic Reading (CSR) is an approach designed to assist students who struggle with reading comprehension. There are some goals of Collaborative Strategic Reading; (1) To improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. (2) Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties. (3) Collaborative Strategic Reading has also yielded positive outcomes for average and high average achieving students (Klingner & Vaughn, 1996).

Furthermore, Klingner & Vaughn, (1999) state that Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading difficulties. It can assume that Collaborative Strategic Reading (CSR) is very enthusiastic as an instructional approach for multilevel classroom and have been implementing it for a year or more. It can be a good design in stages to make teaching reading more effective and efficient to encourage students' interest fun and at the same time beneficial by cooperative study between co-learners has knowledge. It could help students get the most of their English.

Based on the theories above, it can be concluded that cooperative Strategic Reading (CSR) is a type of collaborative learning strategy that enable each student of to work in small cooperative and students interest and activate background knowledge in order to predict what they will learn.

Concept of Reading Attitude

The students' attitude toward reading is a central factor affecting reading performance. Positive attitudes can compensate for relatively weak skills and negative attitudes can prevent a student from applying existing knowledge or from acquiring new information (Paris, Olson & Stevenson: 1993). Researchers have argued more recently that attitude is distinct from

motivation, since students frequently report doing well on academic tasks (including reading) at the same time that they report disliking the activity (Mckenna, Kear & Ellsworth: 1995).

The result of a study by Lazarus & Callahan (2000) & Polychroni and Anagnostu (2006) show that students diagnosed with learning disability in reading have negative attitude towards reading. Attitudes can also consist of one's affinity for a particular activity. The importance of the effective characteristics of learning disability students has long been noted, and these children are often attributed with negative affective characteristics. Despite this somewhat general acceptance in the field (Roger & Saklofske, 1985), it has been definitely ascertained whether the negative affective variables cause the learning disability, are a consequence of it, are related in origin to the actual disability, or are simply behaviors which happen to occur concurrently with the difficulty in learning.

METHODOLOGY OF RESEARCH

Method of Research

The design of the experimental method in this research used factorial design. There were two groups, the first was experimental and the second was control group. Where the experimental group got Collaborative Strategic Reading (CSR) technique treatment and control group was treated with traditional method. The design could be seen as follow.

| | | | | | |
|--------------------|---|----------------|----------------|----------------|----------------|
| Experimental group | R | O ₁ | X ₁ | Y ₁ | O ₂ |
| Control group | R | O ₁ | X ₂ | Y ₁ | O ₂ |
| Experimental group | R | O ₁ | X ₁ | Y ₂ | O ₂ |
| Control group | R | O ₁ | X ₂ | Y ₂ | O ₂ |

(Fraenkle & Wallen, 1993)

The application of Collaborative Strategic Reading (CSR) technique and students' reading attitude in factorial design is illustrated in Table 1.

TABLE 1
FACTORIAL DESIGN OF RESEARCH

| Attitude | Strategy | |
|---------------|--------------------------------------|-------------------------|
| | Collaborative Strategic Reading (X1) | Traditional Method (X2) |
| Positive (Y1) | X1Y1 | X2Y1 |
| Negative (Y2) | X1Y2 | X2Y2 |

From this factorial design, the writer could assess not only the separate effect of each independent variable but also their joint effect. In other words, the writer could see how one of the variables moderates the other (moderator variables).

RESULTS AND DISCUSSION

To know there is significant influence of Collaborative Strategic Reading (CSR) and reading attitude toward reading comprehension achievement at the tenth grade students of SMA Negeri 1 Buay Madang OKU Timur, the writer used Independent t-test by the assistance of SPSS17. Based on the analysis result, the writer found that the p-output (0.00) was lower than alpha (0.05). It means that there is significant influence of CSR and reading attitude toward reading comprehension achievement.

Independent t test was commonly used to know the difference between two groups. In this investigation, it is found that the mean of the students were taught using Collaborative Strategic Reading (CSR) in group statistic table was 81.15, while those who were taught using traditional method got 49.18, it mean the two group are significantly different. Then, the Levene Test 0.614 was higher than 0.05, or in other word, the variance of the two groups were approximately equal. Furthermore, the output sig value was 0.00 was lower than 0.05, it could be predicted that the strategy (Collaborative Strategic Reading (CSR)) was applied to increase students' reading comprehension was effective.

In analyzing the significant interaction between CSR and reading attitude toward reading comprehension achievement, the writer used ANOVA. Based on the data processed using SPSS17 program, it found the interest score was 0.130, with the criteria test if the probability (sig) > 0.05. Because the sig was 0.130 was higher than 0.05, it meant that there was no a significance interaction between the technique and the students' attitude. Meanwhile, the interaction between techniques to the student achievement could be decided from the probability sig. of technique was 0.175 > 0.05 meaning that there was no an interaction between the two technique to students attitude. Furthermore, the interaction between students attitude, positive and negative attitude, was shown from the sig 0.245 > 0.05 it meant, there was no a significant interaction between positive and negative attitude to the students reading comprehension achievement. Based on the data finding that Collaborative Strategic Reading (CSR) was mostly effective used in teaching reading for those who had positive and negative attitude

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusions from the study would be decided based on data finding and the data processed in this investigation, it would be concluded as the following description.

1. Collaborative Strategic Reading (CSR) influenced the tenth grade students' reading comprehension of SMA Negeri 1 Buay Madang OKU Timur, because of several reasons:
 - a. Based on the data analysis of the students' reading comprehension in experiment group that had positive and negative attitude in the post test with the mean 81.15 was higher than the mean of the pretest student 54.20. Then, the sig value was 0.00 was lower than 0.05, in other word the students' reading comprehension significantly increased.
 - b. Second, the result of t independent test was the mean of experiment group. It was 81.15 higher than mean of control group 49.18 with the sig value 0.00 lower than a (0.5) two tiled. It could be concluded, experiment group and control group were significantly difference and the Collaborative Strategic Reading (CSR) was effectively to use in improving students' reading comprehension achievement.
 - c. The second of the conclusion was the students' attitude did not influence the tenth grade students' reading comprehension of SMA Negeri 1 Buay Madang OKU Timur. It could be seen from the interaction of students between students' positive and negative attitude was shown from the sig value $0.130 < 0.05$ it mean, there was no a significant interaction positive and negative attitude of students to students reading achievement,
2. The third is there was no interaction effect of Collaborative Strategic Reading (CSR) and students' attitude toward students reading comprehension of SMA Negeri 1 Buay Madang OKU Timur as explained in the following description.
 - a. Based on the data processed using SPSS17 program, it found the interest score was 0.130, with the criteria test if the probability (sig) > 0.05 it means, no interaction. Because the sig was 0.130 was higher than 0.05, it means the there was no a significance interaction between the technique and the students' attitude. Meanwhile the interaction between techniques to the student achievement could be decided from the probability sig value of technique was $0.175 > 0.05$ meaning that there was no an interaction between the two technique to students attitude. Furthermore, the interaction between students attitude, positive and negative attitude, was shown from the sig $0.245 > 0.05$ it means, there was no a significant interaction between positive and

negative attitude to the students reading comprehension achievement. It means that Collaborative Strategic Reading (CSR) was mostly effective used in teaching reading both in positive and negative attitude.

Suggestions

Based on the finding of this investigation, the writer would like give some suggestion to the teacher, the students and the institution of English as follow:

1. The teacher should be more creative to select the technique for student, and vary the kind of technique of method to improve the students' English skill.
2. The teacher should be able to select the material for the students based on their English proficiency.
3. For the students, they can learn actively using Collaborative Strategic Reading (CSR), because this technique stimulates the students to be active in learning.
4. The students should practice more their reading comprehension by using Collaborative Strategic Reading (CSR) to improve their reading comprehension.
5. The institution should give good books to improve the students' ability in English in English Library
6. The institution should give more space for the teacher to do the research either it is for the development of a new technique or the proven of the technique previously.

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