Collaborative Strategic Reading in EFL Reading Classroom

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Abstract

This study aims to find out whether the collaborative strategic reading can significantly improve the students` reading comprehension achievement and what the students` perceptions on the use of collaborative strategic reading in EFL reading classroom are. The result showed that collaborative strategic reading can significantly improve the students reading achievement. The paired sample test showed the comparison of pretest and posttest score displayed the difference between scores. The mean difference was 15.000 and the value of t-obtained was 7.301. It was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). The students` dominant perceptions on the use of collaborative strategic reading were: students can summarize the text easily after using collaborative strategic reading and they can answer the questions of the narrative text after using story grammar strategy, collaborative strategic reading allows the students to think critically and can guide them in comprehending the text.

Key Words: *collaborative reading strategy, reading achievement, reading comprehension*

Introduction

Reading is an important activity in the process of learning. In the movement of human history it has been gaining greater importance and becoming one of the essential aspects of the functioning of human beings who are collectively involved in the regulation of society. Explosion of knowledge and revolution in communication technology made man feel that producing reading material and its distribution for a wider circulation is indispensable. The significant developments in science and technology brought tremendous change in printing

technology. People get the information from the internet, newspaper, journals, and various types of reports. To get information they must read the texts and comprehend them. Moreover, Reading is one way for the reader to receive information from the writer in the form of text. With strengthened reading skill, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning. Reading comprehension is the act of understanding what you are reading. Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can't understand the content of the text, it means that he fails in comprehending passage. The purpose and objective of reading can be achieved well by someone who can read well and get the idea from the passage.

Based on survey of *United Nations development Program*, UNDP 2014 stated that the reading habit of Indonesia people

is still low. Indonesia is the 108th rank from 187 countries. Anggeraini (2014) mentioned that there are some assumptions why the reading habit and achievement in Indonesia is still low: (1) Indonesian people like to know information from person to person rather than read by themselves. (2) Most of people like spend money in shopping center than buy books in the bookstore or borrow and read books from library. (3) Limited collection of new and interesting books to be read. The other factor is related to this problem is the whether the teacher really pays attention to the reading skill toward reading habit and reading comprehension in school only and outside the classroom too

Reading comprehension, as part of the English skills that should be mastered by the students, has created an important activity in the teaching and learning process in senior high school in Indonesia. Appropriate strategies are also needed for both students and teachers to enable them face the difficulties that may appear in the process of reading comprehension. Anggeraini (2014) applied the story grammar strategy in teaching reading of narrative text and found that there was

significant difference in students` reading comprehension achievement of narrative text and their reading habit between the students who were taught by using story grammar strategy and that of those who were not.   Fan (2010) undertook a quantitative research study with 110 EFL learners to evaluate the effectiveness of collaborative strategic reading at university in Taiwan. The author found that CSR had a positive effect on EFL learners' reading comprehension, especially in terms of comprehension questions of getting the main idea and exploring the supporting details.

The research findings showed that the statistical results confirm CSR is more effective than the traditional teacher-led reading approach which focuses on vocabulary and grammar teaching in improving the students' reading comprehension scores. The findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. Moreover, a detailed analysis of qualitative data suggested that the learners with relatively homogenous English ability provided collaborative

scaffolding for text comprehension through co-construction, elaboration, and appeal for assistance, corrective feedback and prompts. Meanwhile, Fitri (2010) investigated the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement by using quasi experimental research design with 56 intact students of PGSD Suryalaya, west Java, Indonesia. The result showed that means score between CSR and conventional reading activities are significantly different. It means that the CSR is effective to increase students' reading comprehension achievement. In this study, the writer used Collaborative Strategic Reading in helping the students in comprehending the text and also address on the their perceptions on the use of collaborative strategic reading.

The use of Collaborative Strategic Reading (CSR) helps students to improve reading comprehension and increase conceptual learning in ways that maximize students' participant. Students discuss what they have read, assist one another in comprehension of the text, and provide academic and affective support for their classmate. The study investigated how Collaborative Strategic Reading

(CSR) significantly improve the students` reading achievement and how the students` perceptions on the use of Collaborative Strategic Reading (CSR) in reading class are.

Review of Theories

Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Standish (2005) stated, CSR reflects this belief as students initiate the comprehension strategies in small collaborative groups of four or five. Learning takes place in a cooperative format where students complete shared goals while taking a significant role within the group. CSR is created to enhance students' comprehension of text. Specifically, it is designed to teach and activate reading comprehension strategies. In this regard, students work in collaborative groups with defined roles to engage in reading.

By using Collaborative Strategic Reading (CSR), teacher teaches students to use comprehension strategies while working cooperatively. Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each. Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-aloud. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement during learning process. Klinger, Vaughn, et al., (2004) illustrate the benefits of CSR. They describe that CSR helps students learn some specific strategies such as learning in a cooperative environment, brainstorming and predicting (preview), monitoring understanding (click and clunk), finding the main idea (get the gist), generating questions and reviewing

key ideas (wrap up). Meanwhile, Jafre & Riswanto (2012) stated that Collaborative Strategy Reading (CSR) is the comprehension strategy which combines modification of Reciprocal Teaching and Cooperative Learning

Abidin & Riswanto (2012) mentioned that in Collaborative Strategic Reading (CSR) the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-a loud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and eclectic or balanced approaches. CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies meta-cognitively. CSR provides readers with dual reading approaches simultaneously, bottom up and top down model. In CSR, readers are engaged to

generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such as; charts, pictures and diagrams. Through this process, the readers predict what they will learn from the text

Reading Comprehension

Scanlon (2010) stated that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. There are three levels of comprehension which are presented from the simple to the complex level of reading. Understanding what we read is really the result of 3 levels of skills. Comprehensions will begin from the easiest level is literal that focuses on reading the passages, hearing the words or viewing the image and then move to the next level is interpretive that focus shifts to reading between the lines, looking at what is implied by the material under study. The ability of the students in reading is very important by having the ability to read, they will be able to improve their knowledge and get the information from the printed text. Through reading, the readers can get the information and new knowledge from the

printed text that can help them in developing the ideas in speaking and writing and when in listening, they are familiar with new vocabulary from the reading process.

According to Hill (2006) there are three elements involved in comprehension: the reader, the text, and the activity. The reader consists of those aspects that make us all different: our cultural experiences, knowledge, capabilities, age and gender. The texts can be in print or electronic form and of different genres from comics to information books. The activity has three dimensions: the purpose for reading, the process and the consequences. Based on the statements above, it means that in comprehending the text will give vary result of the reader because the reader has different capability, knowledge, age, and gender. Besides that, there is one thing that also influences the reader in comprehending the text that is strategy because it is the guidelines for the readers in reaching the ideas of the text.

Without comprehension, the act of reading is an empty, vacuous event. You may appreciate the words aesthetically words and even be able to draw some small bits of meaning from the page, but you are truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn`t provide the reader with any information. Hill (2006) said that reading comprehension is the act of simultaneously extracting and constructing meaning from the text. Reading comprehension, as part of the English skills that should be mastered by the students, has created an important activity in the teaching and learning process. Appropriate strategies are also needed for both students and teachers to enable them face the difficulties that may appear in the process of reading comprehension. In this study, the writer applied the collaborative reading strategies.

Research Methodology

Subjects

The population of the study consisted of four classes of the third semester students of English Education Study Program, Faculty of Teacher Training and education, University of Baturaja with the total was 58 (A31, A32, A33, B31&C31) in academic year 2014/2015 which divided equally by using cluster random sampling to get the one class as the sample that was A31 with the total 22 students. The writers delivered the valid and reliable reading test to the sample and (2) asking for the questionnaire to know the students` perceptions on the use of CSR in EFL classroom by five statements of questionnaire.

Teaching Procedure

In doing this study, there some procedures were applied:

(1) Pre-Activities

    a. Teacher asked some questions related to the material.

(2) Whilst-Activities

    a. The teacher gave the title of text to the students

    b. The teacher divided the students into a group and asked them to preview and predict about the text and they share their opinion to the others

    c. The teacher asked the students quickly to read each paragraph or section to find the main ideas and summarize the key information and message.

    d. The teacher asks the students to generate an answer questions about what they have read, and then they summarize the text and share the text others

(3) Post-Activities

    a. The teacher summarized and ended the lesson.

Data Analyses

In analyzing the data the writers used paired simple t-test which was computed by SPSS. Moreover, normality testing used to know whether the collected data is normally distributed or not. When the data distribution is normal, the result of the normality test can be generalized on the population. In this study, computer program SPSS 16 version which is Kolmogrov-Smirnov Text was applied to test the normality of the data. If the significance of Kolmogrov-Smirnov test exceeds 0,05, the data are normal.

Findings and Discussions

The Result of the Test

Table 1
Statistic of the Pretest and Posttest Result
Statistics

		pretest	posttest
N	Valid	22	22
	Missing	0	0
Mean		60.91	75.91
Mode		65	75
Range		35	25
Minimum		45	65
Maximum		80	90

The table provided above showed the result of pretest and posttest of the students` reading score in the experimental group. The statistical data of pretest showed that the lowest score was 40 and the highest was 80. The mean score was 60.91. Moreover, the statistical data also described the result of posttest of the students` reading score. It showed the lowest score was 65 and the highest score was 90. The mean score was 75,91.

Table 2
The Score Distribution

Score Range	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
80-100	Very Good	1	4%	9	41%
70-79	Good	3	14%	10	45%
56-69	Average	11	50%	3	14%
40-55	Poor	7	32%	0	0%
$\leq$40	Very Poor	0	0%	0	0%

The score of distribution showed that 32% students were in very poor and category, 50% students were in average category, 28 % students were in good and very good category in the pretest result. Meanwhile, in the posttest result, no one student was

in very poor and poor category, 14% students were in average category, and 86 % students were in good and very good category. It can be concluded that there

was significant improvement of the students` reading achievement after getting the treatment.

The Normality

The normality test was used to find out whether or not the data of reading test. The result gained was distributed normally. In analyzing the normality of the data, the writer used the Kolomogrov-Smirnov test which was computerized by applying the SPSS version 16. If the

normally spread p>0.05 then it is normal, whereas if p<0.05 then it is considered not normal or approximately normal. The result showed that the values of 0.749 and 0.526 were higher than 0.05. Therefore, it can be assumed that the data of pretest and posttest were distributed normally. The statistical output of the normality tests are shown in table 3 below.

Table 3
The Summary of the results of Normality Test of Reading Comprehension Achievement
One-Sample Kolmogorov-Smirnov Test

	pretest	posttest
Kolmogorov-Smirnov Z	.677	.811
Asymp. Sig. (2-tailed)	.749	.526

a. Test distribution is Normal.

The Analysis of Paired sample T Test Result

Table 4
Paired Samples Test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			

Table 4
Paired Samples Test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 posttest - pretest	15.000	9.636	2.054	7.301	21	.000

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The paired sample test showed the comparison of pretest and posttest score displayed the difference between scores. The mean difference was 15.000 and the value of t-obtained was 7.301. It was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It means that there was significant difference in achievement before and after the treatment. The writer concluded that the collaborative strategic reading can significantly improve the students` reading comprehension achievement.

The Result of Students` Perception on the Use of Collaborative Strategic Reading in Reading Class

Table 5
The result of Questionnaire

Statements	(1) SD	(2) D	(3) U	(4) A	(5) SA	Note
The Collaborative Strategic Reading is an interesting activity in reading class because we share what we get collaboratively	14%	18%	-	36%	32%	68% (Strongly Agree and Agree), 32% (Strongly Disagree and Disagree)
The Collaborative Strategic Reading allows me to think critically	14%	14%	-	45%	27%	72% (Strongly Agree and Agree), 28% (Strongly Disagree and Disagree)
I can summarize the text easily after using Collaborative Strategic Reading	5%	9%	-	50%	36%	86% (Strongly Agree and Agree), 14% (Strongly Disagree and Disagree)
The Collaborative Strategic Reading can motivate and make me feel curious	14%	24%	4%	27%	41%	68% (Strongly Agree and Agree), 38%

to know more detail about text						(Strongly Disagree and Disagree), 4 % (undecided)
The Collaborative Strategic Reading can guide me in comprehending the text	15%	10%	5%	30%	40%	70% (Strongly Agree and Agree), 25% (Strongly Disagree and Disagree), 5% (undecided)

From the table above, it can be concluded that most of the students gave similar

responses for some items. The gain of the students` responses from the data questionnaire confirmed that the students`

dominant perceptions on the use of collaborative strategic reading were: students can summarize the text easily after using collaborative strategic reading and they can answer the questions of the narrative text after using story grammar strategy, collaborative strategic reading allows the students to think critically and can guide them in comprehending the text.

Conclusion

The writer derived some conclusions.

1. Collaborative Strategic Reading can significantly improve the students` comprehension achievement. Collaborative Strategic Reading gave significant contribution to help the students in comprehending the text because in this activity the students can share their prediction about the text given.

2. the students` dominant perceptions on the use of collaborative strategic reading were: students can summarize

the text easily after using collaborative strategic reading and they can answer the questions of the narrative text after using story grammar strategy, collaborative strategic reading allows the students to think critically and can guide them in comprehending the text.

From the finding conclusion above, the writers would like to offer some suggestions. Firstly, for the students, they should be active learner in reading class, especially in work group activity. They should collaborate with others. Secondly,

the students may apply various reading strategies in learning reading, and read a lot to get new information and knowledge. And the last, for the other writers, because of the limitation of time, this study focuses only on the effectiveness of collaborative strategic reading on students reading achievement, it should be better to provide more variable in stead of reading achievement.

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