

Analyzing the Impact of Collaborative Strategy on Students' Reading Comprehension

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Abstract

The most crucial skill that must be mastered by everyone to increase their knowledge is reading. One way to obtain media information is by reading since many books are written in English. The difference between this research and previous research is the previous research concentrated on writing. Therefore, it is important to do research entitled "Analyzing the impact of collaborative strategy on students' reading comprehension while this research implemented to reading comprehension for Junior High School students with the help of learning as a support material delivery. in narrative text". The problem of this research is whether is there any significant effect of the use of collaborative strategy reading on students' reading comprehension SMP Negeri 2 Balung Jember grade (9) academic year 2023/2024". The research adopts a quasi-experimental approach. The research subject is ninth grade consisting of 31 students. The data are collected using test method, and the instrument used is reading test. In order to analyse the data student's reading score percentage formula is used. Based on the post-test results, the experimental group (IX H) achieved an average score of 75.81. The independent T-test results indicate a significant difference with a value of 0.000. Based on the research results, it can be concluded that collaborative strategy method is able to improve the student's reading comprehension at SMP Negeri 2 Balung Jember grade (9) academic year 2023/2024".

Introduction

Reading comprehension is a critical skill that significantly impacts students' academic performance across various disciplines. It serves as the foundation for acquiring knowledge, interpreting texts, and developing higher-order thinking skills. Successful reading comprehension involves the integration of multiple cognitive, linguistic, and

strategic processes, enabling students to understand, analyze, and evaluate texts effectively. Despite its importance, many students encounter challenges in comprehending written texts due to several factors, including limited vocabulary knowledge, weak decoding skills, and insufficient syntactic awareness. These difficulties often hinder their ability to extract meaning from texts, which in turn affects their overall academic achievements. To address these challenges, educators have sought innovative strategies that can enhance students' reading comprehension abilities and foster their engagement with texts.

The most crucial skill that must be mastered by everyone to increase their knowledge is reading. One way to obtain media information is by reading since many books are written in English. Therefore, individuals generally want to be able to read and comprehend English writings (Tarigan, 2008). Reading comprehension is a reading approach that tries to give an evaluation of a paper, get the reader involved in the reading, and provide to pertinent analysis of the reading (Alex & Achmad, 2010).

Reading can offer individuals greater access to information, experience, knowledge, amusement, and more. This fact demonstrates how information has developed globally (e.g. print information) is currently highly prevalent. For example, printed materials contain information that may be found on the internet, in books, newspapers, magazines, and journals. Reading is, therefore, thought to be a useful method of learning a variety of written material, including science and technology, (Pamela, 2004).

Reading comprehension refers to a reader's capacity to apply metacognitive strategies to understand both the explicit and implicit meanings within a text. This process is complex and requires interaction between the reader and the text. It is rational to conclude that there are three main forms of reading: comprehension, accuracy, and fluency. Comprehension refers to the capacity of the learner to locate decipher, and apply concepts. Accuracy refers to the ability to read words correctly it involves both phonological and orthographic processing. Fluency pertains to the capacity to read effortlessly with precision, appropriate pacing, and correct expression, requiring sufficient time to develop (Ahmadi, Hairul, & Pourhossein, 2012 & 2000).

To develop the three key aspects of reading, teachers must implement effective reading strategies. One such approach is Collaborative Strategy Reading (CSR). According to Husniati (2021), CSR is a cooperative learning method that assists students in overcoming difficulties in reading comprehension. In this strategy, the teacher facilitates text reading while students collaborate in small groups of four to five members. Grabe (2009) asserts that

Collaborative Strategy Reading is a promising method for integrated strategy instruction, incorporating elements of both reciprocal teaching and cooperative learning. There are four steps of collaborative strategy reading (CSR). The Preview stage helps students activate their prior knowledge of a topic and anticipate what they will learn by analyzing images, titles, or skimming the text to identify the main idea. Next, the Click and Clunk strategy allows students to assess their understanding of challenging terms by distinguishing between familiar words and those they find difficult. In the Get the Gist stage, students summarize the main ideas of the text they have read. They engage in discussions to identify key points in each paragraph and analyze the overall content, improving their comprehension skills. Lastly, the Wrap-Up stage encourages students to generate questions and summarize the knowledge they have gained (Husniati, 2021).

A teaching method that has proven effective in enhancing students' reading comprehension is Collaborative Strategic Reading (CSR). This structured instructional technique integrates cooperative learning with explicit reading strategies to improve students' text comprehension. CSR comprises four essential strategies: Preview the Text, Click and Clunk, Get the Gist, and Wrap Up. These strategies enable students to activate background knowledge, recognize and resolve challenging vocabulary, extract main ideas, and solidify their understanding of the content.

Several researchers have conducted studies on Collaborative Strategy Reading. For example, Wahyudi (2014) found that applying Collaborative Strategy Reading (CSR) significantly enhanced students' reading abilities, as shown by the considerable difference in their performance between the pre-test and post-test in the study. Rosalina's (2013) finding indicates that students' reading comprehension achievement increases when they are taught the Collaborative Strategy Reading after it is implemented. Mutmainah's (2011) study revealed a notable disparity in post-test outcomes between the experimental and control groups, demonstrating enhanced reading skills among students who utilized the Collaborative Strategy Reading approach. Rizkih's (2011) finding reveals that employing Collaborative Strategy Reading was useful in considerably enhancing reading comprehension based on the previously mentioned information. However, the differences between present study and other studies were the subject because having trouble grasping grammar when it comes to tenses and multi-meaning terms and having trouble articulating the meaning of challenging words when reading comprehension, the present study chose IX B and IX H grade students of SMPN 2 Balung as the subject. This present study conducted

a quasi - experimental research. Additionally, this study focused on the effect of the use of collaborative strategy reading on students' reading comprehension.

Considering the information mentioned earlier, the writer is keen to explore students' reading comprehension skills and examine whether there is a difference in scores when using the Collaborative Strategy Reading approach. Based on the background above, this research aims to address reading comprehension challenges by implementing the Collaborative Strategy Reading method, resulting in a thesis titled "Analyzing the Impact of Collaboration on Students' Reading Comprehension."

Method

The research follows a quasi-experimental design aimed at examining whether the use of Collaborative Strategy Reading significantly impacts students' reading comprehension. A static group comparison design will be implemented in collaboration with the English teacher at SMPN 2 Balung Jember. This research will involve selecting two classes: an experimental group, which will apply the Collaborative Strategy Reading (CSR) method, and a control group, which will not utilize CSR. The research consists of two groups, where the first group receives an experimental treatment, while the second group does not, serving as the control. The research subjects will be 31 ninth-grade students from class IX B and 31 students from class IX H at SMPN 2 Balung Jember. Since the researcher does not sample the entire population, a purposive sampling technique is employed. According to Sugiyono (2019, p.133), purposive sampling is a method that involves deliberate selection based on specific criteria. This approach ensures that the chosen sample aligns with the research objectives and helps define the study's scope.

Findings and Discussion

The data description in this study presents all the information gathered by the researcher throughout the research process. The research was conducted in July 22, 2024. Students' reading comprehension data were derived from a reading assessment conducted with 31 students from class IX B and 31 students from class IX H at SMP Negeri 2 Balung Jember.

1. Pre-Test and Post-Test Result of Control Group and Experimental Group

The pre-test scores were obtained without any treatment, whereas the post-test scores were collected after the researcher applied the collaborative strategic reading (CSR) strategy. The descriptive statistical analysis, as presented in Table 4.1, includes measures such as the mean, standard deviation, and range of scores for both pre-test and post-test results. This

analysis provides a clearer understanding of the differences in student performance before and after the implementation of CSR.

Table 4.1 The Descriptive Statistics Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Group	31	30	70	49.94	11.724
Post-Test Experimental Group	31	40	88	75.81	11.847
Pre-Test Control Group	31	22	80	43.10	17.180
Post-Test Control Group	31	30	86	57.42	16.110
Valid N (listwise)	31				

In the experimental group, the pre-test outcomes indicated that the minimum score was 30, the maximum score was 70, and the mean score was 49.94. Conversely, in the post-test, the minimum score rose to 40, the maximum score reached 88, and the mean score increased to 75.81. The writer concluded that, during the pre-test, many students faced difficulties in understanding certain words in the text. These challenges in interpreting word meanings could be addressed using the Click and Clunk Strategy, which helps students identify difficult vocabulary and apply a fix-up strategy to enhance comprehension. However, after implementing the Collaborative Strategy Reading (CSR) method, the post-test results indicated that students were better able to infer the meaning of unfamiliar words using the same strategy, demonstrating an improvement in their reading comprehension.

In the control group, the pre-test results indicated that the minimum score was 22, the maximum score was 80, and the mean score was 43.10. In the post-test, the minimum score increased to 30, the maximum score reached 86, and the mean score rose to 57.42. In the pre-test most of the student's had difficulty Students' difficulties inferring the meaning of certain words in the text narrative. Meanwhile, post-test the students; were able to inferring the meaning of certain words in the text narrative.

A noticeable difference was found between the pre-test and post-test scores in the experimental class. The pre-test score averaged 49.94, while the post-test score rose to 75.81, indicating a substantial improvement after implementing the Collaborative Strategic Reading (CSR) method.

Similarly, in the control group, the pre-test score was 43.10, and the post-test score increased to 57.42. Although some progress was observed, the improvement was not as significant since the control group did not undergo the same treatment as the experimental class. This suggests that the notable changes in the experimental group can be attributed to the application of the CSR method.

Prior to conducting advanced statistical analyses, it is essential to confirm that the data meet the assumptions of normality and homogeneity. The normality test assesses whether the data conform to a normal distribution, which is a key prerequisite for parametric statistical tests. On the other hand, the homogeneity test evaluates whether the variance across groups is consistent, ensuring the reliability of comparative analyses. These tests play a vital role in determining the appropriate statistical techniques for accurately interpreting the final results.

Before proceeding with further statistical analyses, it is crucial to verify that the data fulfill the assumptions of normality and homogeneity. The normality test is performed to determine whether the data follow a normal distribution, which is a fundamental requirement for conducting parametric statistical tests. Meanwhile, the homogeneity test examines whether the variance among groups is equal, ensuring the validity of comparative analyses. These tests are crucial in selecting the appropriate statistical methods for accurately interpreting the research findings:

2. The Normality Test Data

The normality test is carried out to determine whether the data distribution from the study results aligns with a normal pattern. This assessment involves analyzing pre-test and post-test scores from both the experimental and control groups. Due to the limited sample size (fewer than 50 participants), the Shapiro-Wilk test was employed for normality evaluation. The data was processed using SPSS 27, with the significance value (Sig.) serving as the criterion for normality. If the Sig. value exceeds 0.05 ($p > 0.05$), the data is considered normally distributed. Conversely, if the Sig. value is below 0.05 ($p < 0.05$), the data is deemed not normally distributed.

Table 4.2 Test Normality of Control Group and Experimental Group

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Reading Comprehension	Pre Test Eksperimen (SGDM)	.125	31	.200*	.951	31	.162
	Post Test Eksperimen (SGDM)	.139	31	.135	.962	31	.336
	Pre Test Kontrol (Konvensional)	.181	31	.011	.955	31	.217
	Post Test Kontrol (Konvensional)	.146	31	.091	.960	31	.290

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3. The Homogeneity Test data

The homogeneity test is used to evaluate whether the data from the control and experimental groups have equal variance. If the significance level is >0.05 , the data are considered to have the same variance (homogeneous). Conversely, if the significance level is <0.05 , the data are deemed to have different variance (not homogeneous).

Table 4.3 Test Homogeneity of Control Group and Experimental Group

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	2.320	1	60	.133
	Based on Median	2.587	1	60	.113
	Based on Median and with adjusted df	2.587	1	58.652	.113
	Based on trimmed mean	2.661	1	60	.108

Referring to the table above, the homogeneity test result is 0.133. Since the significance value (Sig) is greater than 0.05, it can be concluded that the variance values of the data in both the control and experimental groups are same or homogeneous.

4. Hypothesis Testing

Hypothesis testing is conducted to assess the validity of a hypothesis. In this study, it aims to test the hypothesis stating, “There is a significant effect of the collaborative reading strategy on students' reading comprehension ability”.

In the analysis, independent T-test formula is applied to make sure the level of difference significance. The null hypothesis (H_0) states “There is no significant effect collaborative strategy reading on students' reading comprehension ability”. Which is alternative hypothesis (H_a) states “There is significant effect collaborative strategy reading

on students' reading comprehension ability". The null hypothesis is stated by finding the mean difference between the post-test means score of experimental group and control group. After the mean difference is found, the T-test formula is applied to know whether the difference is significance. IF (T) Sig (2-tailed) less then ≤ 0.05 , the null hypothesis is accepted which is mean there is no difference means between experimental group and control group. On the contrary IF (t) Sig (2-tailed) less then ≤ 0.05 , the null hypothesis is rejected which mean there is no difference means between experimental group and control group. Independent T-test result of the post-test is illustrated in the table 4.5.

5. Independent T-test

Table 4.5 Output Independent T-test
Independent Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Hasil Reading	Equal variances assumed	2.320	.133	-4.678	60	.000	-16.710	3.572		-23.855	-9.565
	Equal variances not assumed			-4.678	55.338	.000	-16.710	3.572		-23.867	-9.552

Based on the table above, the T-test result is -4.678, which is below the significance threshold of 0.005. This suggests that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It can be inferred that there is a significant difference in students' reading abilities between the control and experimental groups in the post-test. Furthermore, the experimental group, which received instruction using Collaborative Strategy Reading (CSR), attained a higher average score (75.81) compared to the control group (57.42). This validates the rejection of H_0 and acceptance of H_a , demonstrating that Collaborative Strategy Reading positively influences students' reading comprehension.

Conclusions

The research results indicate a significant difference in reading comprehension between students taught using the Collaborative Strategic Reading (CSR) method and those

taught using conventional methods. This finding suggests that CSR has a positive impact on students' reading comprehension. Overall, CSR has proven to be an effective approach, helping students read more systematically and structurally, as evidenced by the post-test results of both groups. Additionally, the method encourages students to actively engage in communication with both their teacher and peers. However, successful implementation requires careful planning. Therefore, this research recommends that teachers consider adopting CSR to enhance learning outcomes.

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