



Collaborative Strategic Reading Technique In Teaching Reading Skills

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Abstract. *This study aimed at assessing the effectiveness of the Collaborative Strategic Reading (CSR) technique in enhancing reading comprehension among the eleventh-grade students at SMKN 1 Keruak during the academic year 2023-2024. A pre-experimental research design was employed, with 33 students from a single class serving as the sample. Data was collected through pre- and post-tests in the form of objective assessments, and analyzed for mean scores, standard deviation, normality, and homogeneity using SPSS 17.0 for Windows. The findings revealed that the mean score for the pre-test was 14.12, which improved to 17.18 for the post-test. The two-tailed t-test resulted in $t(df=32) = -15.750$ with $p=0.000$, indicating a significant improvement. This suggests that the Collaborative Strategic Reading technique had a noteworthy impact in enhancing reading comprehension for the eleventh graders of SMKN 1 Keruak in the academic year 2023-2024.*

Keywords: *Collaborative Strategic, Reading Technique, Teaching Reading.*

Abstrak. Penelitian ini bertujuan untuk menilai efektivitas Teknik Membaca Strategis Kolaboratif (Collaborative Strategic Reading/CSR) dalam meningkatkan pemahaman membaca siswa kelas sebelas di SMKN 1 Keruak selama tahun ajaran 2023-2024. Penelitian ini menggunakan desain penelitian pra-eksperimental dengan 33 siswa dari satu kelas sebagai sampel. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes objektif, kemudian data dianalisis menggunakan SPSS 17.0 untuk Windows untuk menentukan skor rata-rata, standar deviasi, normalitas, dan homogenitas. Temuan menunjukkan bahwa skor rata-rata pre-test adalah 14,12, yang meningkat menjadi 17,18 untuk post-test. Uji-t dua ekor menghasilkan $t(df=32) = -15,750$ dengan $p=0,000$, menunjukkan peningkatan yang signifikan. Hal ini menunjukkan bahwa Teknik Membaca Strategis Kolaboratif secara signifikan efektif dalam meningkatkan pemahaman membaca bagi siswa kelas sebelas di SMKN 1 Keruak tahun ajaran 2023-2024.

Kata kunci: Strategi Kolaboratif, Teknik Membaca, Mengajar Membaca.

INTRODUCTION

According to (Reis et al., 2004:82), Fundamental and essential to the learning process are reading skills. Reading includes understanding and interpreting the text being read in addition to just identifying letters and words. People with strong reading skills are better equipped to learn new things, broaden their horizons, exercise critical thought, and access a variety of knowledge sources. Effective writing, speaking, and thinking all started with strong reading abilities. As a result, one of the main goals of education is to provide students with the reading abilities they need to succeed in both academic and professional settings.

The importance of teaching reading skills in the educational context is undeniable. Reading skills are essential for students' intellectual and academic development. Through strong reading abilities, students can acquire information, comprehend complex concepts, and develop critical thinking skills. Moreover, reading skills provide direct access to various

Received Agustus 30, 2023; Revised September 02, 2023; Accepted Oktober 30, 2023

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sources of knowledge, including literature, scientific journals, and digital media (Stanovich & Cunningham, 1998). Thus, effective instruction in reading skills not only enhances students' understanding of the world around them but also helps them master subject matter in various fields. Additionally, strong reading skills play a crucial role in daily life, enabling individuals to follow instructions, read news, and understand information encountered in social and professional settings (Duke & Pearson, 2002:52). Therefore, an effective approach to teaching reading skills is key to helping students develop their full potential and prepare them to face future challenges.

However, at *SMKN 1 Keruak*, there are several issues related to students' reading skills. One of them is a low level of comprehension. Many students struggle to understand the meaning of texts comprehensively, identify important information, and apply effective reading strategies. This hampers their ability to acquire knowledge and develop critical thinking through reading. Additionally, the lack of interest and motivation among students towards reading is a significant issue. Many students are less inclined to read outside the school environment or beyond assigned tasks from teachers. This negatively impacts the development of their reading skills and limits their opportunities to broaden their knowledge and insights through reading. Understanding these issues, there is a need for effective efforts and approaches in teaching reading skills to enhance students' comprehension, interest, and motivation at *SMKN 1 Keruak*.

To address the issues of reading skills and improve reading abilities at *SMKN 1 Keruak*, the researcher will utilize the Collaborative Strategic Reading Technique. This technique actively involves students in the learning process, both individually and in small groups. By using this technique, students have the opportunity to interact, discuss, and share their understanding of the texts they read. Additionally, the technique incorporates more directed reading strategies, such as pre-reading, predicting, questioning, reading for comprehension, and reflecting on comprehension after reading (Amjadi & Talebi, 2021). Through collaboration and structured reading strategies, students can enhance their text comprehension, broaden their knowledge, and develop critical thinking skills. Moreover, the social interaction fostered by this technique enables students to build motivation, self-confidence, and a sense of responsibility in their learning (Vaughn et al., 2011). By implementing the Collaborative Strategic Reading Technique, it is anticipated that the reading abilities of the students at *SMKN 1 Keruak* can be significantly improved.

Based on the phenomenon above, the researcher intended to investigate the use of collaborative strategic reading technique in the reading comprehension for the ten-graders of

SMKN 1 Keruak in the school year 2023-2024. Based on the background of the study, the researcher formulated the statement of the problems, those are: 1) Is collaborative strategic reading technique effective in the reading comprehension? And 2) how effective is collaborative strategic reading technique in the reading comprehension. Based on the statement of the problems, the purposes of the study are: 1) To know whether or not collaborative strategic reading technique is effective in the reading comprehension and 2) to know how effective of collaborative strategic reading technique is in the reading comprehension.

Several previous studies on the Collaborative Strategic Reading Technique (CSRT) have demonstrated its effectiveness in enhancing students' reading skills. El-Khawas's research (2017) found that the implementation of CSRT in reading instruction improved students' comprehension and reading skills. Student interaction in small groups and the application of collaborative reading strategies contributed to enhanced text comprehension and inferencing abilities. Vaughn et al.'s study (2011) discovered that the use of CSRT in reading instruction can enhance students' reading skills and text comprehension by introducing structured and collaborative reading strategies. Other research also indicates that CSRT helps improve students' learning motivation, social interaction, and self-confidence in reading. Overall, these research findings suggest that the use of CSRT can be an effective approach to enhance students' reading abilities.

The novelty of this research lies in the application of the Collaborative Strategic Reading Technique (CSRT) in teaching reading skills to tenth-grade students at *SMKN 1 Keruak* in the academic year 2023-2024. This research is unique in its focus on implementing the strategic collaborative reading technique in the context of tenth-grade students in vocational secondary education. Thus, this study will serve as a valuable source of information for educators and researchers in developing more effective teaching strategies to enhance students' reading skills at the vocational secondary level.

LITERATURE REVIEW

Concepts of Collaborative Strategic Reading Technique

According to (Klingner et al., 2012) “collaborative strategic reading is an excellent teaching technique for teaching students’ reading comprehension and building vocabulary and also working together cooperatively”. It means that collaborative strategic reading technique is a technique that can improve students reading comprehension, increase their vocabulary, and enhanced cooperative skills during reading activity.

In collaborative strategic reading technique, all students are actively involved, and everyone has the opportunity to contribute as group members in understanding the text.

Zairjanovich & Xalmurzayevna (2022) noted that the benefits of collaborative strategic reading technique are: 1) promoting student and academic achievement, 2) increasing students retention, 3) enhancing student satisfaction with their learning experience, 4) helping students develop skills in oral communication, 5) developing students' social skills, 6) promoting students' self-esteem, 7) helping to promote positive race relation. To sum up, the advantages of collaborative strategic reading technique is to facilitate the students to improve their reading comprehension by working in groups and to better understand the material in their reading assignments.

Meanwhile, Isjoni (2008:55) stated that there some disadvantages Collaborative Strategic Reading Technique those are: 1) The group setting should be heterogeneous based on the students' characteristics such as gender and level of achievement and it should be not too big of each group. It gives obstacles because of the large number of the students in the classroom. If the group setting is too big, it will make the group less effective in working among the members. 2) The wrong choice of choosing the member of each group will make conflict among the members that will not promote better learning, improve students' motivation and decrease enjoyment of learning experience. 3) No students will succeed completely unless every one works well together as a group/team. 4) Procedure of Collaborative Strategic Reading Technique

According to (Klingner. et al, 1998:32) stated that the plans of collaborative strategic reading are:

1. Phase 1. Teaching the Strategies

Students learn four strategies as part of collaborative strategic reading's plan for strategic reading: Preview, Click and Clunk, Get the Gist, and Wrap Up. *Preview* is used only before reading the entire text for that lesson, and *Wrap Up* is used only after reading the entire text for the lesson. The other two strategies, *Click and Clunk* and *Get the Gist*, are used many times while reading the text, after each paragraph or two.

2. Phase 2. Cooperative Learning Group Roles

Once students have developed proficiency applying the comprehension strategies through teacher-led activities, they are ready to learn the roles they will perform while using collaborative strategic reading technique in their peeled cooperative learning groups. Roles are an important aspect of collaborative strategic reading technique because cooperative learning

seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the Leader. Students can perform more than one role at a time, if necessary.

Based on the explanation above, it can be concluded that in collaborative strategic reading technique, 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. This technique engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills.

Teaching Reading through Collaborative Strategic Reading Technique

The procedures in teaching narrative text using collaborative strategic reading technique are:

1. Teacher introduces the procedures of collaborative strategic reading technique. Teacher tells students about the advantages in learning reading using collaborative strategic reading technique and explain to them about the use of this technique in developing their reading comprehension about narrative text.
2. Teacher divides students into small groups. Each group consists of 5 - 6 students. After all students get a group, they have to choose the role as a leader, a clunk expert, a gist expert an announcer, an encourager, and a time keeper.
3. Teacher gives students the instruction to practice reading activity using collaborative strategic reading technique including preview, click and clunk, get the gist, and wrap up.
4. Teacher controls all group when the students work and help if they find problem.
5. Teacher retells the text in front of the class and other students give their argument.
6. Teacher gives students some questions related to the text. This activity is done individually. After finishing it, they collected the answer sheet. Finally, make an evaluation about students' answer; it will make the teacher knows their score in reading comprehension.

Relevant Study

The first study using collaborative strategic reading technique is done by Mirwan Saputra in 2019 at the first grades of *SMAN 1 Tulang Bawang Tengah*. In this study, the researcher applied one group pretest- posttest design. After being taught through collaborative straregic

reading technique the researcher draw a major conclusion that there is significant increase of students' comprehension achievement. The T-test results showed that the students' mean score of posttest in experimental class is higher than pretest.

The second study is conducted by Anike Rosalina in 2019 at the second grades of *SMA PGRI 109 Tangerang*. In this study, the researcher applied nonrandomized control group, pretest- posttest design. After being taught through collaborative strategic reading technique the researcher draw a major conclusion that there is significant increase of students' comprehension achievement. The T- test results showed that the students' mean score of posttest in experimental class is higher than pretest.

The similarity between this research and the previous researchers can be seen on the variables investigated . The difference between this research and the previous researchers are on the research design, place, and sample of the study. The previous reaseacher used nonrandomized control group, pretest- posttest design. The previous reaseacher investigated at the second grades of *SMA PGRI 109 Tangerang, Banten*. Meanwhile the present researcher uses pre- experimental design and will investigate at the ten-graders of *SMKN 1 Keruak* in the school year 2023-2024.

RESEARCH METHODS

This study used a pre- experimental method. It means that the researcher collected the data by treating the subject which is investigated. In this case, the present researcher analyze one variable that is collaborative strategic reading technique in the reading comprehension (Arikunto, 2019: p83). Furthermore, this study aimed to know the effectiveness of collaborative strategic reading technique in the reading comprehension. This study was conducted from September to October 2023 at the ten-graders of *SMKN 1 Keruak* in the school year 2023-2024 where the populations were taken from ten-graders of *SMKN 1 Keruak*. In this case, the researcher used cluster random sampling as shown in table 1.

Table 1. Research Population

No	Class	Sum of Population
1.	XA	31
2.	XB	29
3.	XC	33
	Total	93

Source: Researcher Analysis (2023)

The data collection involved three steps: pre-test, treatments and post-test. Meanwhile, data collected was then analyzed by using descriptive statistics which aimed to know the mean

and the standard deviation of students' scores in reading comprehension. Here, the researcher used SPSS Statistics 22 for Windows.

RESULTS AND DISCUSSION

Results

The obtained data provides valuable insights into the students' performance. During the pre-test phase, the scores exhibited a range, with the highest recorded at 21 and the lowest at 7. This variance reflects the diversity in the initial levels of comprehension among the students. In contrast, the post-test scores showed a commendable improvement, demonstrating the efficacy of the Collaborative Strategic Reading (CSR) technique. The highest post-test score was 27, indicating a substantial enhancement in comprehension skills, while the lowest post-test score was 12, indicating a positive shift even in the lower-performing students.

To gauge the overall progress, the researcher examined the mean scores for both the pre-test and post-test assessments. In the pre-test, the average score was 14.12, signifying a baseline level of comprehension. This figure serves as a reference point for measuring the extent of improvement achieved through the implementation of CSR. Post-implementation, the average score surged to 17.18, underscoring a notable enhancement in reading comprehension abilities across the student cohort. This substantial increase in the mean score further corroborates the positive impact of employing the CSR technique.

Furthermore, it is essential to consider the dispersion of scores around the mean, which is captured by the standard deviation. For the pre-test, the standard deviation was calculated to be 3.199, indicating a spread of scores around the average. This suggests that while the mean provides a central point of reference, there was a range of individual performance levels, highlighting the diverse starting points of the students. Similarly, in the post-test phase, the standard deviation was found to be 3.235. This implies that, even after the implementation of CSR, there remained a degree of variability in the students' comprehension levels. Understanding this dispersion is crucial for identifying outliers and tailoring instructional approaches to cater to individual learning needs.

For a comprehensive overview of the data distribution and individual scores, please refer to Appendix 08. This section provides a visual representation of the data points, allowing for a more in-depth examination of the performance trends. Additionally, it includes a detailed breakdown of scores, offering a nuanced understanding of the impact of the CSR technique on different subsets of the student population.

1. Normality Testing

The One-Sample Kolmogorov-Smirnov Test was used to assess data normality. With a significance level set at $p = 0.005$, both pre-test and post-test results yielded p-values of 0.883 and 0.738 respectively. These findings indicate that the data conforms to a normal distribution, even under the more stringent threshold. This validates the use of parametric statistical tests for robust analysis. For detailed results and visual representations, please refer to Appendix 09. This confirms the reliability of our data for further inference in the study.

2. Homogeneity Testing

The test aimed to determine the homogeneity of the data. Homogeneity is established when the significance level surpasses $p = 0.005$. The One-Way ANOVA, with a p-value of .782 and Levene Statistics of .077, corroborates this homogeneity. This indicates that the data sets exhibit consistent variances, supporting the validity of subsequent analyses. Refer to Appendix 10 for comprehensive details and visual representation. These results affirm the reliability of our data for further study inferences.

3. Testing Hypothesis

Following a paired-samples t-test, the researcher observed a substantial disparity in mean scores between the pre-test and post-test, $t(df=32) = -15.75$, $p = .000$. This indicates that the sig (2-tailed) t-value was less than .005, underscoring the significance of the results. Please refer to Appendix 11 for detailed information. These findings highlight a noteworthy improvement in comprehension levels after the intervention.

Discussion

The findings of this study shed light on the potential of the Collaborative Strategic Reading (CSR) technique to significantly improve reading comprehension among eighth-grade students at SMKN 1 Keruak. These results resonate with previous research and expert opinions, further validating the efficacy of collaborative learning strategies in the context of reading comprehension.

Numerous studies have consistently highlighted the positive impact of collaborative learning strategies on academic performance, with a particular focus on reading comprehension. For instance, a meta-analysis conducted by Smith and Ross (2020) encompassing various reading intervention programs revealed that collaborative strategies, including CSR, were associated with substantial gains in comprehension scores across diverse

age groups. This study reinforces the prevailing notion that collaborative techniques hold promise as targeted interventions to enhance reading comprehension effectively.

Moreover, the importance of collaborative learning strategies has been underscored by experts such as Johnson and Johnson (2019: 103), who advocate for cooperative learning in educational settings. They argue that collaborative strategies not only advance cognitive development but also foster essential skills like critical thinking, social interaction, and a sense of shared responsibility among students. The improvements in comprehension scores witnessed in our study align with these assertions, implying that the implementation of CSR not only bolsters academic performance but also nurtures holistic student development.

Theoretical frameworks, notably Vygotsky's Social Development Theory Vygotsky (1978: 82-87), lend theoretical support to our findings. Vygotsky's theory posits that learning is inherently a social process, with individuals acquiring knowledge and skills through interactions with peers and mentors. Collaborative learning strategies like CSR exemplify this theory by actively engaging students in joint activities and discussions, allowing them to construct meaning and comprehension collectively. Our study's observed enhancement in post-test scores lends empirical support to Vygotsky's contention, emphasizing the effectiveness of social interaction in the learning process.

In addition to theoretical backing, experts like Slavin (2017: 61) have emphasized the pivotal role of cooperative learning in improving academic outcomes. Slavin asserts that collaborative strategies, when implemented effectively, can lead to heightened engagement, deeper understanding, and enhanced retention of material. Our study's results reinforce this perspective, as students engaged in collaborative reading activities displayed a significant boost in comprehension skills, highlighting the transformative potential of cooperative learning in the classroom.

The pedagogical implications of our findings are profound. Educators and curriculum designers should contemplate the integration of collaborative strategies, including CSR, into their reading instruction methods. This approach not only addresses individual learning needs but also cultivates vital social and cognitive skills that are indispensable for academic success and personal growth. By fostering an environment where students actively participate in group activities, share ideas, ask questions, and collaboratively tackle reading tasks, educators can create an atmosphere conducive to improved comprehension.

Furthermore, this study underscores the importance of providing teachers with adequate training and support in implementing collaborative techniques effectively. Ensuring that these strategies are seamlessly integrated into the curriculum is vital to maximize their impact.

While our study contributes valuable insights into the effectiveness of the Collaborative Strategic Reading technique, it is important to acknowledge its limitations. The sample size was relatively small, comprising 33 students from a single class, which may limit the generalizability of the findings. Future research could benefit from larger and more diverse samples, exploring the impact of CSR across multiple classes or schools to further validate its effectiveness in various educational contexts.

In conclusion, our study illuminates the significant strides that can be made in reading comprehension when the Collaborative Strategic Reading technique is employed among eighth-grade students. These findings echo the conclusions of prior research and experts in the field, affirming the merits of collaborative learning strategies. They hold promising implications for educational practices, emphasizing the value of incorporating collaborative approaches into reading instruction to bolster academic performance and holistic student development.

CONCLUSION

In conclusion, this study demonstrates the remarkable efficacy of the Collaborative Strategic Reading (CSR) technique in significantly improving reading comprehension among eighth-grade students at SMKN 1 Keruak. The findings align with prior research, affirming the potency of collaborative learning strategies. The implications for pedagogy are profound, advocating for the integration of CSR and similar techniques into reading instruction. While acknowledging limitations, the study underscores the transformative potential of collaborative strategies in enhancing both academic performance and holistic students' development. These findings bear significant relevance for educators, emphasizing the pivotal role of collaborative learning in fostering proficient readers and well-rounded learners.

In future studies, the next researchers were hoped to expand studies to larger, diverse samples across various educational settings. They can also explore the long-term impact of collaborative reading techniques through longitudinal studies, and conduct comparative studies to evaluate Collaborative Strategic Reading against other intervention programs. They can also incorporate qualitative analysis to gain deeper insights into student experiences and perceptions of collaborative reading. These steps will optimize learning, enhance instruction, and contribute to the ongoing discourse on reading comprehension interventions.

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