The Effect of Collaborative Strategic Reading (CSR) and Critical Reading on Students' Reading Comprehension

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Abstract:
This research aimed at proving empirically the effect of collaborative strategic reading (CSR) and critical reading on students' reading comprehension at the second grade of Private Junior High School in Ciputat. The quantitative method with quasi-experimental design was undertaken to analyze the effect of CSR and critical reading on students' reading comprehension. The population in this research was all students of three of Private Junior High School. In MTs Muhammadiyah 1 Ciputat is only consisted of 3 classes, SMP Darussalam Ciputat is consisted of 3 classes and SMP Islamiyah is consisted 2 classes. Meanwhile, the samples of this research were two classes of each school at second grade students; one class as experimental class comprised of 20 students, and the other as control class comprised of 20 students as well. These samples were determined by using intake sampling technique because the samples taken were the classes that already existed in that school. It aimed to not interfere the teaching and learning process and procedures that had been established in that school. Reading comprehension data was obtained through multiple choice test. The data of critical reading was gained through the Essay Test. The results of this study revealed that: (1) there was an effect of Collaborative Strategic Reading on Students' Reading Comprehension, (2) there was an effect of Critical Reading toward students' reading comprehension, and (3) there were interactions between CSR and critical reading toward students' reading comprehension

Keywords: Collaborative Strategic Reading (CSR), Critical Reading, Reading Comprehension

1. INTRODUCTION

In Indonesia, English is a compulsory subject from junior high school to university level, and the government considers it essential for students' present and future needs. To be proficient in English, students must master four skills: listening, speaking, reading, and writing. Reading is an important skill for students to acquire knowledge and new information, as it helps them understand the world and language, and encourages them to achieve language acquisition and academic achievement. Reading is a gateway for students to access more information, which is crucial for their success in their studies. Based on Dr. Seuss quotes "The more that you read, the more things you will know. The more that you learn the more places you'll go". (Harris, 1992), it means that students will get many things beyond their own sight. Thus, reading is an essential thing for them. Many subjects in schools are presented in text, and

students must be able to read to understand the material. Reading activities involve understanding the meaning of each word or symbol, which helps them understand the contents, information, and meanings conveyed by the writer. It is like what Coe said that reading is a process of communication between readers and writers with written language, and the purpose of reading is to construct meaning from the text (Lin et al., 2014).

Reading activities also train the brain to think critically, as every symbol and word in writing has its own meaning. Reading activities provide an opportunity for success even without going to school, as it broadens and sharpens students' mindsets. Reading can also increase creativity in working or creating jobs, making it a more valuable skill for students.

Moreover, reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text) (Li et al., 2009). Earlier models of reading instruction have tended to focus primarily either on bottom-up processes (for decoding and comprehending the text) or top-down skills (for activating the background knowledge and prediction strategies of the reader) and according to Brown and Yule reading involves learning how to make reasonable interpretations of a written text (Cole, 2011).

Reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension.

Thus, there are challenges for students in reading English passages, especially English, which is a compulsory subject. Students often struggle to understand the meaning of each word, leading to a lack of interest in the activity. Teachers often use a conventional strategy, which lacks a guideline for students to understand the text. One of the reading phenomena observed in the teaching and learning of reading in a private school of MTs Muhammadiyah I Ciputat is the low reading comprehension of students in Eighth (8th) Grade. This is based on their scores from tests or examinations, which indicate their difficulty in understanding the text.

The reading strategy that is done depends on the purpose of our reading. There are various strategies in reading that can be done so that the reading activities carried out get maximum results. Some strategies that have been carried out by previous researchers are considered successful in helping students reduce the problems they experience so that they get an understanding of reading activities. One of the strategies in reading is direct reading thinking activity (DRTA). This research is done by Purwandari to examine the role of Directed Reading Thinking Activity and reading attitude in improving students reading comprehension (Purwandari, 2022). There are some points about the DRTA itself which are related to reading comprehension. She states, as the result of his study, that students' improvement in reading comprehension may be attributes to students' skills developing ability to read the material using DRTA. It is because during the activity students set purposes, make predictions, read silently, and verify predictions.

However, the researcher thinks that there is other strategy which appropriate for students' problem beside DRTA. The strategy that is considered appropriate with the students' problem is the Collaborative Strategy Reading or CSR strategy. This strategy helps students understand every time they read because they are helped in knowing the meaning of each word that is foreign to them.

Based on the previous explanation about the nature of reading, how to read, the difficulties faced by students to the strategy in reading that is used as a solution to students' problems with reading, the authors conducted research with the title of CSR impact and critical reading of understanding.

Moreover, the researcher thinks that this research is different from the other researchers which observe about reading. According to the previous research about an English reading material analysis through micro learning and critical thinking skill views, it focuses on an English reading material using micro learning analysis. The researcher found that the English course book which is used by students incorporated both micro learning and critical thinking skills. This research used micro learning descriptor to found out that the English book contains critical thinking skills and micro learning aspects so that students can enhance their critical thinking skills through their reading experience (Kusmana, 2023)

Thus, critical thinking skill is important for students. They need to enhance their skill in reading. So, it can be considered that collaborative strategy reading (CSR) is a good technique because the students are not only encouraged to work together in a well-structured procedure but also maximize their involvement and responsibility with different roles and of course with different tasks.

Therefore, considering the explanation above, the researcher tries to focus on investigating of the effect of collaborative Strategy Reading (CSR) method and critical reading on students' reading comprehension because students must know how strategy and skill in reading. So that they easily to understand of the text.

2. METHOD

In this research, the researchers used quantitative research. The method of this research is experiment and the design of this research used a quasi experimental design in order to explore the effect of collaborative strategy reading (CSR) and critical reading on students' reading comprehension at Privat Junior High School in Ciputat. This method research is as research methodology that used to find out the effect of a treatment on research object in controlled condition (Sugiyono,2011). The researchers give a treatment or experimental condition and then observes the effect of the treatment. The experiment design is a development of true experimental design which has two classes group; experimental and control class.

The sample of this research is a second grade students of privat junior high school in Ciputat. The sample is a part of amount and characteristic from the population (Geerligs et al., 2015). The sampling technique of this reseacrh uses cluster random sampling. It is a way to choose a sample from small groups or cluster. There will be two classes as an experimental and control class from three privat junior high school in Ciputat.

The experimental class receives Collaborative Strategic Reading (CSR) instruction while the control class has the conventional strategy in teaching reading. In the experimental group students are divided into several subgroups, every group having 4 or 5 members and every members have a special role which changed in the next class time.

In the control group, though, students have a conventional instruction. In both groups students take a part in reading classes twice a week and every session lasted for 90 minutes. The researchers gathered data before conducting this research. The

technique of collecting the data is steps and instruments which is used by researcher to collect the data (Timpe, 2016). The technique of this research are test and observation. A test is a tool or procedure to measure a variable in the study using a given way (Ávila et al., 2022). The test of this research uses multiple choice test which contain 20 number of questions. The test is divided into critical reading pre test and post test, reading comprehension test as pre test and post test.

In this research, the procedure for practicing CSR instruction is implemented as follows: (a) a critical reading pre test is given to all experiment and control class, (b) a reading test is conducted in both of the class as a pre test, (c) CSR instruction is explained and implemented by the teacher in experimental class, (d) a critical reading post test is conducted at the end of the program to all participant, and (e) a reading post test is given to all students in experimental and control class. The post test is conducted to both the experimental and control groups after the treatment to know whether or not the mastery of the materials taught has given the effect to the students' reading comprehension. The teacher implemented CSR instruction with the experimental group for 4 sessions and every session last for 90 minutes and after the 4th sessions the teacher gives the critical reading and reading text post test to both experimental and control group.

In this research, the researcher uses a participant observation. It is not only research but also the researcher joins the activity with the research object. According to Sugiyono, he says that using participant observation the collecting data will be more accurate and the researcher is able to know the meaning of each behavior from the research object (Sugiyono, 2014)

After collecting the data, the researchers started to analyze the data. The researchers do several steps as follows; the researchers started to do normality test use Chi-Kuadrat test. After that, the researchers do Homogeneity test. The homogeneity test is used after examinating normality test. In this research homogeneity test using Fisher test.

3. FINDINGS AND DISCUSSION

Data Of Reading Comprehension

This is the data of Reading Comprehension in experiment and control class. Students Reading Comprehension in experiment class

Table 1. Frequency Distribution of Students Reading Comprehension in Experiment class

No	Interval	Absolute Frequency		Total of Frequency
		Fi	f (%)	
1	65	1	5	100
2	70	1	5	95
3	72	1	5	90
4	73	1	5	85
5	74	1	5	80
6	75	3	15	75
7	78	2	10	60
8	80	3	15	50
9	82	2	10	35
10	83	1	5	25
11	84	4	20	20
Total		20	100	

Based on the table, it can be concluded that total of interval class 11. The result of Student's reading comprehension in experiment class has an average value 77,8.

Based on the data above can be seen that 12 students or about 60% students got the higher score or equal with the class average. Then, according to the post-test result was known that 90% or 18 students from experiment group got higher score from test or equal with minimum score criteria (KKM), it is 72.

Tabel 2. Frequency Distribution of Students Reading Comprehension in Control class

No	Interval	Absolute Frequency		Total of Frequency
		fi	f (%)	
1	42	1	4,76	100
2	50	2	9,52	95,22
3	52	1	4,76	85,7
4	55	2	9,52	80,94
5	57	1	4,76	71,42
6	60	2	9,52	66,66
7	62	1	4,76	57,14
8	65	5	23,8	52,38
9	67	1	4,76	28,58
10	70	3	14,28	23,82
11	72	1	4,76	9,28
12	74	1	4,76	4,78
Total		21	100	

From the table 2, it was known total of interval class is 12. The result of students reading comprehension in control class got the score 61,47. Based on the data above it shows about 11 students or 52,37 % got the higher score or equal with the class average. Besides the result of post-test, it was known that 9,52% or 2 students from control class got the higher score or equal with minimum score criteria (KKM), IT IS 72. The difference result of students reading comprehension in experiment and control class is shown on the table 3:

From Tabel. 3.3 above, it can be seen there are the difference descriptive statistical between experiment class and control class. Based on the table is known that the students higher score in experiment class is higher than control class with difference score 10 and also the students lowest score in experiment class is higher than control class.

Table 3. The descriptive statistical of Students Reading Comprehension in experiment and control class.

Descriptive Statistical	Class	
	Experiment	Control
Number of Students	20	21
Highest Score	84	74
Lowest Score	65	42
Mean	77,8	61,47
Median	65	79
Modus	65	84
Variants (s)²	174,77	246,18
Standart Deviation	6,27	8,40

Test of Data Analysis Requirement

Normality and homogeneity tests are the prerequisite for testing the hypotheses. Both of these tests are needed to analyze the data on X1, X2, and Y variables. The results of the tests are presented in the following:

Normality Test

Normality test is used to find out whether the spreading data is distributed normally or not. In this study, the normality test used Chi-Kuadrat test. Using the criteria that the data comes from normal population if $x^2_{hitung} < x^2_{tabel}$ with the significance level as the rule to accept or reject the normal test.

Normality test of Experiment Class

Based on post-test in experiment class using Collaborative Strategic Reading and Critical Reading on students, the value of x^2_{hitung} is 23,24405 with significant level 0,05. The value of x^2_{tabel} is 30,14353, it means $x^2_{hitung} < x^2_{tabel}$ and it can be said that experiment class has normal distribution.

Normality test of Control Class

Based on the post-test in control class using conventional strategy, the value of x^2_{hitung} is 15,83957 with significant level 0,05. The value of x^2_{tabel} is 30,14353, it means $x^2_{hitung} < x^2_{tabel}$ and it can be concluded that control class has normal distribution.

The data of normality test in control and experiment class, it is showed on the Diagram 1. Normality test in control and experiment class to sum up the explanation above, both

of the classes come from normal distribution sample. The calculating of normality test in experiment and control class, as follow:

Tabel 4. Normality test of Control Class

Class	x^2_{hitung}	x^2_{tabel}	Conclusion
Experiment	23,24405	30,14353	Normal Disribution
Control	15,83957	31,41043	Normal Disribution

Homogeneity Test

Homogeneity test in this research use Fisher test. Test of statistic hypothesis, as follows:

Ho: Data comes from homogenous population

Ha: Data comes from non-homogenous population

Calculating homogeneity test as follows:

1) Determine the value of F_{hitung}

$$F_{hitung} = \frac{varian\ besar}{varian\ kecil} = \frac{(8,407233)^2}{(6,277559)^2}$$

$$F_{hitung} = 1,79359$$

2) Determine the value of F_{hitung}

$$F_{Tabel} = F_a\left(\frac{dk_1 = n_1 - 1}{dk_2 = n_2 - 1}\right) = F_{0,05}\left(\frac{dk_1 = 20 - 1}{dk_2 = 21 - 1}\right) = F_{0,05}\left(\frac{dk_1 = 19}{dk_2 = 20}\right) = 2,14$$

3) Compare the value of F_{hitung} with F_{Tabel}

From the result test F_{hitung} is 1,793 and F_{Tabel} is 2,14.

It means $F_{Hitung} < F_{Tabel}$, so

H_O is accepted and the conclusion is both of sample class have equal variants or homogeneity. The comparing data can be seen on table 5.

Class	Total of Sample	Average	Variant	F_{hitung}	F_{Tabel}	Explanation
Experiment	20	77,8	6,27755	1,793	2,14	Homogen
Control	21	61,47	8,40723			

Testing of Hypothesis

Based on the result of normality and homogeneity test are both of samples having normal distribution and homogeneity variances, then the analysis of data can be done with hypothesis test. It is done to know the comparison of students reading comprehension average in Recount text using Collaborative Strategic Reading and Critical Reading and students reading comprehension average using conventional method. Hypothesis test in this research using *t* test with criteria test as follows:

$$H_0 : \mu_1 \leq \mu_2$$
$$H_a : \mu_1 \geq \mu_2$$

Explanation

μ_1 = the average of students reading comprehension in experiment class

μ_2 = the average of students reading comprehension in control class

The result of t test in control and experiment class is t_{hitung} 2,155 and 2,02269 with significant level 0,05 and degree of freedom (dk) is 39. The result shows that $t_{hitung} > t_{tabel}$, so H0 is unaccepted. It means that the result of students reading comprehension in experiment class is higher than control class. the calculating can be seen in appendix

Discussion

This research aims to know if Collaborative Strategic Reading and Critical Reading have an effect on Second Grade Students' reading comprehension in Privat Junior High School and to know how applying the Collaborative Strategic Reading and Critical Reading on Recount text at second grade students in Privat Junior High School.

Based on the research on applying Collaborative Strategic Reading and Critical Reading for teacher can be observed from the various aspects. The first, checking how students are ready to study and teacher is ready to teach and then students can make a conclusion the result of learning, giving tasks and information about the next material and saying a greeting. While the result of hypothesis test, it shows that t_{hitung} is rejected.

It means that there is an effect of Collaborative Strategic Reading and Critical Reading on Students reading comprehension.

The result of Students reading comprehension in experiment class has a higher average about 79,6 while in control class has a lower average about 79,5. It is measured

using test instrument based on reading comprehension indicator. The difference result is according to different strategy that use in teaching in the class with Students Critical Reading so students is stimulated to be more active in teaching and learning process.

The process of Critical Strategic Reading in the class, students learn with their group but even they learn by grouping, activity of each students are still controlled. Students will be motivated to active in learning. It's because of the learning process, each students of each groups presents about the result of their discussion. Students can learn how to discuss and solve the problem in grouping. In the first meeting, teacher divided students into several small groups. There are 6 groups which each group has 4-5 people. In each group, each student has a different role. Different with experiment class, control class uses conventional strategy, it is Grammar Translation Method (GTM). Students cannot be stimulated to be more active. Because this strategy is only focused on teacher. Students only pay attention and listen the explanation from the teacher.

Besides it can be seen the post-test result, the effect of Collaborative Strategic Reading and   Critical Reading can be seen from students' task sheet. The difference way to answer the question from students in experiment class and control class can be shown in each indicator as follows:

1. The first indicator is understanding

     When students understand about the text, they can answer each question based on the text with the right answering.

2. The second indicator is analyzing

     Besides understanding about the text, students should be comprehended about the test so they can analysis each question based on the text.

In fact, CSR is in line with the 2013 curriculum which expects as much as possible involving students in the learning process so that they become active and able to explore the information relating to learning materials. Yet, GTM is more acceptable. A weak student takes a long time to understand the material because teachers only present the material and it allows the student bored if teachers cannot manage the class well. Hence, teachers must be shrewd in managing the class so that students stay focused on learning and not make noise in the classroom.

As we know, CSR was designed to help the students use a variety of strategies in reading comprehension; these strategies include: *preview*, *click and clunk*, *get the gist*, and *wrap up*. To have CSR effectively implemented in the classroom, the teacher first provides direct instructions and models on how to use these reading strategies and students are provided with opportunities to practice on their own and with other students. In other words, to be able to implement all these strategies well, the teacher should give a clear description to the students, for example by giving a simulation. In this study, such a thing had been done. The researcher requested an additional meeting to explain how to implement these reading strategies to the students. However, students seemed to have difficulty in doing click and clunk and get the gist strategy. As a result, the implementation of this method did not go smoothly. It takes time to teach the CSR strategies to the students.

In addition, each student also gets a role to become a *leader, clunk expert, gist expert, timekeeper,* and *announcer* so that every member in the group would be actively involved. Besides, CSR uses cooperative learning model which requires students' cooperation and interdependence in its tasks and goals. It means that students not only have to make sure they learn the material, but also help everyone else in their group to

learn it. It has positive outcomes with regard to their social relationships and interactions among students in the classroom. However, in this study, high-ability students appeared more active and dominant in the group, while others were not able to perform their role well so there was no good cooperation in the discussion group.

CONCLUSION

It is possible, based on the outcomes of the hypothesis testing described in finding and discussion, it can be reached numerous inferences, as follows:
The first was that CSR's instruction in reading comprehension had a considerable impact on the students. The CSR proved effective in helping students read discussion materials with greater comprehension. The second was that students' critical reading had an impact on their reading comprehension. This result suggested that students' reading comprehension was influenced by critical reading. In the third, CSR and critical reading had an impact on the students' reading comprehension.

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