THE INFLUENCE OF COLLABORATIVE STRATEGY READING (CSR) TOWARD STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF SMP NEGERI 10 KOTABUMI

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Abstrak: Membaca merupakan salah satu aspek yang penting bagi siswa di dalam proses pembelajaran. Melalui membaca, siswa dapat menambah pengetahuan yang dimiliki. Meskipun pada kenyataannya, di dalam proses membaca siswa sering sekali menemukan kesulitan seperti memahami makna di dalam suatu teks bacaan. Berdasarkan hal tersebut, penelitian ini dilakukan dengan tujuan untuk mengetahui adakah pengaruh signifikan Collaborative Strategy Reading (CSR) terhadap pemahaman membaca siswa di dalam teks naratif tingkat kesembilan SMP Negeri 10 Kotabumi tahun ajaran 2019/2020. Penelitian *quasi experiment* ini dilakukan dengan *desain non equivalent control group*. Populasinya adalah tingkat kesembilan SMP Negeri 10 Kotabumi yang berjumlah 156 siswa, dan sampel yang diambil secara purposive adalah kelas IX D dengan 31 sebagai kelas eksperimen dan kelas IX B dengan 31 siswa sebagai kelas kontrol. Dalam penelitian ini, data dikumpulkan melalui tes membaca dengan bentuk pilihan ganda sebanyak 26 butir soal, yang kemudian dilanjutkan dengan dianalisa melalui uji t. Uji hipotesis menunjukkan bahwa t_{hitung} sebesar 4,523 dan t_{table} sebesar 1,671. Hal ini menunjukkan bahwa $t_{hitung} > t_{table}$ sehingga H_a diterima dan H_0 ditolak. Pada simpulannya dinyatakan bahwa terdapat pengaruh signifikan strategy CSR terhadap pemahaman membaca teks narative siswa kelas sembilan SMP Negeri 10 Kotabumi tahun ajaran 2019/2020.

Kata Kunci: Collaborative Strategy Reading (CSR), Pemahaman Membaca dan Naratif Teks.

1. INTRODUCTION

1.1 Background of the Problem

Reading is a process of understanding something written by the author in books and other. By reading people get everything and adding the knowledge they have, expand the knowledge and add their insight to many things they can get from the reading process. People will be smarter and have broader insight when they read a lot, with their abilities people can share `information with each other. Besides that they can also share the knowledge that they have through oral or written process with other people. Indirectly, reading helps them to improve communication skills in different forms. They

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know that the development of time makes them have to be skilled in many ways, besides that the rapid development of technology and information that is increasingly widespread makes them have to continue to follow the movement.

Through reading they can learn new things in technology and information not only learns it but also by the reading process they can find information from around the world. They know that reading is important, if someone can spend more time doing reading books and information from various sources then they will have great opportunities to discover something new from the reading activity. Reading is also one of the most important skills in learning a language besides listening, speaking and writing.

Kustaryo (1988:13) stated that reading lesson have been given from early childhood to college, reading lesson have become a process that cannot be separated in any study as well as English lesson. They can get main knowledge and idea from many texts through the reading process. However, most students often find it difficult to explain briefly and clearly about implied messages or the meaning contained in a reading. Therefore, the reading process really requires time and full concentration in the process of reading the text, with the aim of students being able to explain back the main ideas students get after going through the reading process.

Reading and understanding are key words that are very important in increasing reading knowledge, then the process of combining words and concluding meaning is an important pr`ocess in supporting the process of reading texts, and the most important indicator is students must be clever in using their own language. Because each student will feel more understanding when students use the language created and arranged by students themselves, with the aim that students will understand more about what the meaning of the sentence that has been made. In addition, students do not feel confused with texts that are understood. The reading process requires a lot of time, but sometimes students feel a boredom themselves when the reading process takes place and will cause difficulties for students to get meaning in the reading process. Most students find it very difficult to think reading is fun.

1.2 Problem of the Research

In this research, researcher limited the problem in the reading comprehension in

narrative text. there are several problem such as, student ten to feel bored, monotonous, low interest, Lack strategy, difficult to find main idea and the last get low score. The researcher used collaborative strategy reading strategy to know influence from the strategy at the ninth grade of SMP Negeri 10 Kotabumi North Lampung.

1.3 Concept of Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading (CSR) is a combination of two strategies, namely modified reciprocal teaching Palincsar & Brown (1984:40) and cooperative learning Johnson & Johnson (1987:40) or student pairing. In reciprocal teaching the teacher and students take turns leading the dialogue alternately and after that they summarize, identify, question and predict the main ideas in the text. By CSR not only learning about cognitive (top-down and bottom-up) but also teaches readers how to use strategies metacognitive. CSR provides readers with a simultaneous double-reading approach, bottom-up and top-down models. Through this strategy the reader develops the knowledge they already have by looking back at the whole text while looking at non-linguistic features such as; charts, drawings and diagrams. Through this process, the readers predict what they will learn from the text.

According to Dogan (2002:64) CSR gives readers how to decode words, letters, record in margins, underline as part of cognitive strategies which are very basic factors in understanding text. According to Johnson & Johnson (1987:65) & Slavin (1995:65) CSR involves students to work in small groups cooperatively, so they have the opportunity to discuss and share ideas among group members and develop their social skills. This strategy is used aimed at overcoming the difficulties of students in understanding the reading text. In the CSR, there are steps that must be considered and applied, namely preview, click and clunk, get the gist, and wrap up.

2. RESEARCH METHODOLOGY

2.1 Research Method

This research used quantitative method. The researcher used quasi ex-periment. According to Sugiyono (2010:114) quasi experiment was the form of experimental design which took control group, but it cannot be function completely to control variables from outside which

influence the research implementation. There are two variable in the research. They are: independent variable (X) and dependent variable (Y). The independent variable (X) is Collaborative Strategy Reading (CSR) and the dependent variable (Y) is students' reading comprehension in narrative text. The researcher had two classes, experimental class and control class. At this stage the researcher used a pre-test and post-test to see the students' abilities after that the researcher used the Collaborative Strategy Reading (CSR) method when gave treatment for the experimental class. The research design used non-equivalent control group design.

2.2 Population, Sample, and Sampling Technique

2.2.1 Population

The population of this research was 156 which was divided into five classes.

TABLE 1
POPULATION AT THE NINTH GRADE OF SMP NEGERI 10 KOTABUMI ACADEMIC YEAR 2019/2020

NO	Class	Number of Students
1	IX A	32
2	IX B	31
3	IX C	31
4	IX D	31
5	IX E	31
Total 156		

2.2.2 Sample

At this stage the researcher took two classes from the population in the ninth grade at SMP Negeri 10 Kotabumi academic year 2019/2020 as the sample.

TABLE 3
RESEARCH SAMPLE AT THE NINTH GRADE OF SMP NEGERI 10 KOTABUMI ACADEMIC YEAR 2019/2020

No	Class	Number of Students	Total
1	IX B	31	31
2	IX D	31	31
TOTAL			62

In the research, researcher chose class IX B as a control class and class IX D as an experimental class, because based on the research both of the class have the same English score and ability.

2.2.3 Sampling Technique

This research used purposive sampling technique.

2.3 Data Collecting Technique

The researcher collected data from students using reading test in narrative text. This was the best way to find out students' reading comprehension. Students were asked to answer multiple choice questions in which the narrative text would be given by the researcher.

a. Pre-Test

The pre-test was conducted in both classes, namely the experiment class and the control class. In the experimental class a pre-test conducted to find out how students were able to read before treatment. The treatment given using Collaborative Strategy Reading (CSR) for experiment class and control class just given the material taught as usual.

b. Post-Test

Data analysis was used to know the last condition between experiment class and control class. The data used in the analysis from post-test. The data analysis technique included the normality test, homogeneity test and hypothesis test.

2.4 Data Analysis

Data analysis was used to know the last condition between experiment class and control class. The data used in the analysis from post-test. The data analysis technique included the normality test, homogeneity test and hypothesis test.

3. RESULT AND DISCUSSION

3.1 Research Result

In this research, researchers divided into three processes: the first was results of the try out, secondly the results of the pre-test and finally the post-test. The results of the try out analyzed with validity and reliability testing. The results of the pre-test would be analyzed with normality and homogeneity. And finally the results of the post-test would be analyzed by prerequisite tests and hypothesis test.

3.2 Data Description

a. Validity Instrument

The validity of the instrument was calculated using the Point Biserial Correlation formula. The criteria of the instrument can be said to be valid if $r_{observed}$ is bigger than r_{table} in significant level 5% and n= 31 or if r_{pbis}> 0.36.

From these calculations there were 26 valid questions and 14 invalid questions.

TABLE 3
VALIDITY SUMMARY OF TRY OUT TEST

Observation	Total	Numbers
Valid items	26	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15,16, 18, 22,23, 24, 25,28, 32, 33,34, 35, 36 and 40.
Invalid items	14	11, 13,17, 19, 20,21, 26, 27,29, 30, 31,37, 38 and 39.

b. Reliability of Instrument

After the instrument validation was found the results of the validation was calculated using Spearman Brown formula with split half technique. The criterion for reliable instrument is if $r_{observed}$ bigger than r_{table} in significant level 5% and n =31. The result of reliability test of instrument reading was shown by table 4 below:

TABLE 4
THE SUMMARY OF RELIABILITY TEST OF READING INSTRUMENT

Observation	Result
$r_{observed}$	0.87
r_{table}	0.36
Description	The instrument is reliable

Based on the table above, it can be seen that $r_{observed}$ was bigger than r_{table} (0.87 > 0.36), it means that the test was reliable

3.3 Result of Pre-test

Pre-test of experiment class and control class has been done by students of ninth grade at SMPN 10 Kotabumi. The researcher used a reading test for both classes namely the experimental class and the control class. After getting the results of the pre-test the researcher analyzed the normality and homogeneity of the data.

TABLE 5
THE SUMMARY RESULT OF PRE-TEST

Range score	Experiment Class	Percentage	Control class	Percentage
20-30	7	22,59 %	5	16,12 %
31-40	3	9,68%	6	19,35 %
41-50	9	29,03 %	7	22,59 %
51-60	0	0%	0	0%
61-70	4	12,90 %	10	32,26 %
71-80	8	25,80 %	3	9,68%
Total	**31**	**100%**	**31**	**100%**

Based on data from the two classes above, there were no students' that have achieved the standard of the school passing grade.

TABLE 8
DESCRIPTIVE STATISTICS OF PRETEST RESULT FROM EXPERIMENT AND CONTROL CLASS

Description	Experiment Class	Control Class
N	31	31
Mean	51.36	50.87
Median	50	50
Mode	50	65.38
Std Dev.	18.57	17.22
Variance	344.99	296.48
The Lowest Score	23.08	23.08
The Highest Score	76.92	76.92

From the table above, it shows that the average score of the experimental class in the pre-test was 51.36 and the control class was 50.87. Besides that in the highest and lowest scores both the experimental and control classes were the same, namely 23.08 for the highest score and 76.92 for the lowest score. The data shows that the reading skills of students' at the ninth grade of SMPN 10 Kotabumi still low and between the experimental and control classes have the same ability.

a. Normality Test of Pre-test

At this stage the normality test aims to find out whether the data was normal or

not. Normality test conducted at this stage used the Lilliefor formula with the testing criteria if $L_0 < L_{table,}$ it means the data was from a normal distribution. The summary of the normality test would be presented in the following table:

TABLE 9
SUMMARY OF NORMALITY TEST OF PRE-TEST

Class	$L_{observed}$	L_{table}	Conclusion
Experiment Class	0.1421	0.1591	Normal
Control Class	0.1192	0.1591	Normal

The table shows that $L_{observed}$ of experiment class was smaller than L_{table} and $L_{observed}$ of control class also smaller than L_{table}, or 0.1421 < 0.1591 for experiment class and 0.1192 < 0.1591 for control class. So, it means that the data pretest from the two classes has normal distribution.

b. Homogeneity Test of Pre-test

After conducting the normality test, the pre-test data was then tested using a homogeneity test. Homogeneity test was used to measure that the data came from homogeneous samples. To test the homogeneity of the data, the F test was used.

The criteria for homogeneous data was if $F_{observed} < Ft_{able.}$ The summary of the homogeneity test will be presented in the following table.

TABLE 10
THE SUMMARY OF HOMOGENEITY TEST OF PRE-TEST

Observed	Experiment Class	Control Class
Average	51.36	50.87
Variance	344.49	296.48
F_{table} (36-1)(36-1)	1.161	
$F_{observed}$	1.84	
Conclusion	Homogenous	

This showed that $F_{observed}$ was smaller than $F_{table,}$ so the data of pre-test was homogenous. In conclusion, the result above showed that $F_{observed}$ from pre-test was smaller than $F_{table.}$ So, it means that the data of pre-test from the two classes is homogeneous.

3.4 Result of Post-test

Post-test was carried out after the researcher had given treatment. The results of the second post-test between the experimental class and the control class was explained in the following table.

TABLE 11
THE SUMMARY OF STUDENTS' RESULT IN POST-TEST

Range Score	Experiment Class	Percentage	Control Class	Percentage
41-48	0	0.00%	5	16.12 %
49-56	0	0.00%	3	9.68%
57-64	5	16.12 %	6	19.36 %
65-72	4	12.90 %	4	12.90 %
73-80	13	41.93 %	12	38.70 %
81-88	7	22.59 %	1	3.22%
89-96	2	6.46%	0	0.00%
Total	31	100%	31	100%
Average	76.72		Average	63.96
Median	76.92		Median	65.36
Mode	69.23		Mode	73.08

If the result from the data above, it described that the achievement of experiment class was better than control class.

a. Normality Test of Post-test

Normality test is carried out to find out whether the distribution data is normal or not. Normality test conducted in this study used the Lilliefor's formula with the testing criteria if $L_0 < L_{tables,}$ its means the data comes from a normal distribudistribution. Below was a summary of the normalinormality test from the post-test.

TABLE 12
THE SUMMARY OF NORMALITY TEST OF POST-TEST

Class	$L_{observed}$	Significant level	L_{table}	Conclusion
Experiment Class	0.0967	95%	0.1591	Normal
Control Class	0.1335		0.1591	Normal

The table above showed that $L_{observed}$ of experiment class (0.0967) < L_{table} (0.1591) and $L_{observed}$ of control class (0.1335) < L_{table} (0.1591). So, it means that the data post-test from the two classes has normal distribution.

b. Homogeneity Test of Post-test

After conducted the normality test, the next step was to post-test data used a homogeneity test. To test the data homogeneity, the F test was used. The criteria for homogeneous data was if $F_{calculated} < F_{table.}$

TABLE 13
THE SUMMARY OF HOMOGENEITY TEST OF POST-TEST

Observed	**Experiment Class**	**Control Class**
Average	76.72	63.96
Variance	100.01	146.63
F_{table} (36-1) (36-1)	1.046	
$F_{calculated}$	1.84	
Conclusion	Homogenous	

In conclusion, the result above showed that $F_{calculated}$ from post-test data were smaller than $F_{table.}$ So, it means that the data of post-test from the two classes was homogeneous.

3.5 Hypothesis test

Hypothesis using parametric statistics (T-test), this test can be done` if the data in the study was normal and homogeneous. From the results of both classes that the experiment and control class show that the data was normal and homogeneous. So the test can be done. Furthermore, to test the hypothesis to determine the differences between the two data, it was necessary to do a hypothesis test. The hypothesis used was a test to test the difference of two averages while the statistical analysis technique to test the similarity of averages was called the t-test.

H_0: There is no significant influence of Collaborative Strategy Reading (CSR) toward students' reading comprehension in narrative text at the ninth Grade of SMP Negeri 10 North Lampung Academic Year 2019/2020.

H_a: There is significant influence of Collaborative Strategy Reading (CSR) toward students' reading comprehension in narrative text at the ninth Grade SMP Negeri 10 North Lampung Academic Year 2019/2020.

Statiscally the hypothesis to be proved was as followed:

H_0 : $\mu_1 \leq \mu_2$

H_a : $\mu_1 > \mu_2$ And the test criteria were as followed:

If $t_{observed} \leq t_{table}$ so H_0 was accepted and H_a was rejected, means that there was no significant influence of using CSR strategy in teaching reading comprehension, if $t_{observed} > t_{table}$ H_0 was rejected and H_a was accepted. It can be concluded that H_0 who said there was no positive and significant influence using CSR strategy toward students' reading comprehension at the ninth grade students of SMP Negeri 10 Kotabumi in the academic year 2019/2020 was rejected, and Ha who said there is a positive and significant influence of using CSR to students' reading skills in third grade students of SMP Negeri 10 Kotabumi in the academic year 2019/2020.

3.6 Discussion

Based on the results of data analysis, shows that $t_{observed}$ is greater than t_{table}. As a result H_0 says that there is no significant influence of using CSR strategy toward reading comprehension at the ninth grade students of SMP Negeri 10 Kotabumi 2019/2020 academic year is rejected while H_a says there is significant influence of using CSR strategy toward students' reading comprehension at the ninth grade of SMP Negeri 10 Kotabumi 2019/2020 academic year is accepted. The result from the research, H_α there is significant influence of using CSR strategy toward students' reading comprehension at the ninth grade of SMP Negeri 10 Kotabumi 2019/2020 academic year is accepted.

Elkaumy (2004:3) in Abidinand Riswanto (2012:3) explains the concept of CSR guiding the students to understand the text through several steps which are Preview, Click & Clunk, Get the Gist and Wrap Up. That's all step by step to apply this strategy. In this study, the researcher hopes that students can understand about reading comprehension in narrative text, understand about the meaning in narrative text and can improve students' ability to be even better.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

Based on the result of the hypothesis test above, the researcher has come to a conclusion that there is significant influence of using CSR strategy toward or H_α is accepted. It can be concluded that there is significant influence of using CSR strategy towards students' reading comprehension at the ninth grade of students SMP Negeri 10 North Lampung academic year 2019/2020.

4.2 Suggestion

Based on the conclusion, the researcher suggested that CSR can be implemented at the ninth grade students of SMP Negeri 10 Kotabumi as follow:

a. For teachers

It is suggested for the teacher must be able to make students in the class keep active and not bored because this strategy uses a long time to explain the material.

b. For the next researcher

This research need long time to make students understand, because Students with low ability understand the material hardly. So the next researcher must be able to patient and make the class to be conducive.

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