

# The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension of Narrative Text

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**Abstract:** There are difficulties faced by students in learning reading of the narrative text, such as difficulties to find details, translating new words, finding main ideas, and making inferences. This research was conducted to see the effect of Collaborative Strategic Reading (CSR) on students reading comprehension of narrative text by applying 'preview' for brainstorming, 'click and clunk' for translating new words, 'get the gist' for finding details, and main ideas, and 'wrap up' for making inferences. It is a quasi-experimental research with experimental and control groups. The sample was the eleventh-grade students of SMA Negeri 3 Palangka Raya. XI MIPA 3 and XI MIPA 2 classes were the experimental and control groups, and each consists of 37 students. Reading comprehension tests were used to collect the data. Since the data were normally distributed, the hypotheses were tested by using the independent sample t-test. The hypothesis testing results show that the obtained sig (2-tailed) was 0.027 and smaller than the probability value of sig. 0.05 (Sig. 0.027 < Sig. 0.05). Therefore,  $H_a$  was accepted and  $H_o$  was rejected. In other words, CSR significantly affects students' reading comprehension of narrative text.

**Keywords:** effect, collaborative strategic reading (CSR), reading comprehension, narrative text

## INTRODUCTION

Students in senior high school in Indonesia are expected to be able to master the four skills in English, namely listening, speaking, reading and writing. Reading is considered a very important skill to be mastered due to its frequent use at school and it helps students to find a lot of useful information (Sesilia et al., 2016). Furthermore, reading comprehension is "students' acts of thinking and constructing meanings in pre-reading, while-reading and post-reading stages" (Bulut, 2017) means that reading is a process of collecting the necessary information from a written text, eliminating irrelevant information, and quickly identifying what students are looking for. Therefore, students' ability to respond to and transform the information offered in the text is a measure of their reading comprehension achievement (Saraswati et al., 2021) and reading comprehension is fundamental for students to get information and knowledge.

There are some aspects of reading comprehension (Ardhian et al., 2020), such as understanding simple (lexical, grammatical, rhetorical) meanings, understanding the significance of meaning (the author's intentions of relevance / cultural circumstances,

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reader reaction), evaluation or assessment (content, form), and reading speed which is easily adjusted to the situation. Reading comprehension is the result of the interaction between language knowledge and the reader's reading skill and experience (Fauzi, 2018). In other words, reading comprehension refers to the readers' capacity to understand the content of a written text to obtain information by activating past knowledge.

Regarding the types, reading comprehension can be classified into intensive reading, extensive reading, skimming and scanning (N.A. et al., 2021). Muchtar (Muchtar, 2019) stated that intensive reading is reading that is only limited to a short text and carried out intending to understand the whole content of the reading. It means that the readers just read a short text to get point of the information. While extensive reading is an activity that is carried out when someone read a longer text, usually for their enjoyment and mainly involves global understanding. Extensive reading is an activity of reading as much as possible that the material of the text is not chosen by teachers, but by students (Alfiani & Astiyandha, 2020). Students can read everywhere and every time they want to get knowledge and information from a text independently. Next, skimming is the process of quickly running one eye over a written text to absorb the gist of the text. Skimmers run their eye down the page or screen looking for pointers that sum up the contents (Marliasari, 2017). Readers only focus their attention on the primary idea rather than every word and aim to get the main idea of what the text is about. Readers are not interested in all the details. The last type, scanning, is defined as a quick reading, focusing on specific information (Darwin, 2017). Scanning is the process of quickly reading over a text to get the most significant information and readers are not expected to read the entire text. They only read a specific part of the text to obtain the information.

In addition to reading comprehension types, teachers should also be aware that there are four levels of comprehension: literal comprehension, interpretative comprehension, and critical comprehension (Sembiring et al., 2020). The basis of literal comprehension is recognizing the main ideas, details, causes and effects, and sequences explicitly stated in the text. It is important since it is used as the prerequisite for higher-level understanding. On the other hand, interpretive comprehension is not directly stated and is often hidden throughout the text. It requires the use of inference and understanding the relationship between events and characters of causes and consequences. The next level, critical comprehension, is an activity in which students can provide evaluation or take a conclusion from a text accurately and compare the ideas in writing. A critical reader should be an active reader who constantly asks questions and examines the facts included in the text to comprehend the meaning of the text itself. The highest level of the four is creative comprehension which involves going beyond the material presented by the author. It requires readers to think as they read. In addition, it can aid students in exploring their reading skills creatively, in which case the teacher should be able to serve as a model in the teaching and learning process.

Learning reading is not an easy task for students. There are some difficulties faced by the students regarding the types and levels of reading comprehension. Based on the researcher's interview with the English teacher and students at SMA Negeri 3 Palangka Raya, especially in the eleventh grade, she found that the English teacher faced difficulty to choose a good strategy and good media for teaching reading, especially reading of narrative texts which consist of orientation, complication or problem, and resolution. In learning narrative text, students experience difficulties in comprehending the materials, such as finding the details, finding the main ideas, and making inferences from the text. As a result, they cannot

retell or transfer the information from the text well when they are presenting in front of the class or working on a reading test.

Among many techniques and media for teaching reading, Collaborative Strategic Reading (CSR) is one of the suggested strategies. CSR is considered suitable for students' problems in SMA Negeri 3 Palangka Raya because it helps students learn some specific strategies such as learning in a cooperative environment (working in a group), brainstorming and predicting, monitoring understanding, finding the main idea, and answering questions (Klingner et al., 2004). In CSR, students work cooperatively in groups and develop their understanding together.

There are four stages of strategies in CSR namely preview, click and clunk, get the gist, and wrap up. Each stage has its role to help students learn reading comprehension. Students learn how to activate their prior knowledge and make predictions (preview), monitor their comprehension difficulties (Clik and Clunk), clarify information and restate essential ideas of the text (Get the Gist), and finally summarize the text and form appropriate questions about the text (Wrap Up) (Susanti et al., 2020)Indonesia. These test data were analyzed using independent sample T-test and paired sample T-test in SPSS. Results showed that Collaborative Strategic Reading (CSR).

Collaborative Strategic Reading (CSR) fits the problems in learning to read narrative texts because it can improve students' motivation to study, comprehension, imagination, critical thinking, group work, and social skills. Collaborative Strategic Reading (CSR) helps students to improve reading comprehension and increase conceptual learning in ways that maximize students' participation (Anggeraini et al., 2018). In addition, CSR is a process of combining reading comprehension with strategic instruction and cooperative learning and is applied as a set of reading comprehension strategies (Chuong & Huong, 2021). Thus, Collaborative strategic reading can be implemented in two phases: teaching the strategies (preview, click and clunk, get the gist, and wrap up), and cooperative learning (the teacher applies cooperative learning groups consisting of four students and each student must have a key role and responsibility for their group success).

The scope of this research is delimited to the effect of using Collaborative Strategic Reading (CSR) to students' reading comprehension of narrative text in the eleventh grade of SMA Negeri 3 Palangka Raya in the academic year 2022/2023. The focus is on narrative text and reading comprehension. The objective of this research is to prove whether Collaborative Strategic Reading (CSR) gives a significant effect on students' reading comprehension of narrative text.

## **METHODS**

The quantitative method is used in this research with Quasi-Experimental Design. This design approximates a true experiment (Sugiyono, 2020). It aims to directly test the effect of a variable on other variables and test the hypotheses. There are two groups used in this research: the experimental group in which the treatment Collaborative Strategic Reading (CSR) is implemented and the control group where there is no treatment is applied and teaching and learning are conducted as usual.

This experimental research uses a Non - Equivalent Control Group Design and is described as follows :

Table 1. Non-equivalent Control Group Design

Class	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3		O4

Sugiyono (2015: 116)

Notes:

- X: Treatment
- O1: Pre-test of Experimental Group
- O2: Post-test of Experimental Group
- O3: Pre-test of Control Group
- O4: Post-test of Control Group

The population of this research is 205 students of the eleventh grade students at SMA Negeri 3 Palangka Raya in the academic year of 2022/2023 which consists of 6 classes. The sample is XI MIPA 2 (Control Group) and XI MIPA (Experimental Group) each class has 37 students.

### Hypotheses

This research has Null Hypothesis (H<sub>0</sub>) and Alternative Hypothesis (H<sub>a</sub>) as the following:

- Ho: There is no significant effect of using the Collaborative Strategic Reading Strategy on students' reading comprehension of narrative text at SMA Negeri 3 Palangka Raya.
- Ha: There is a significant effect of using the Collaborative Strategic Reading Strategy on students' reading comprehension of narrative text at SMA Negeri 3 Palangka Raya.

### Techniques of Data Collection

In collecting the data of the student's scores, the procedures are:

1. Permission: the researcher went to SMA Negeri 3 Palangka Raya to ask permission to conduct research.
2. Preparation: the researcher prepared the syllabus, lesson plans, learning materials, strategy, media, pretest and posttest instruments and also meetings with the English teachers to plan and organize the instructions.
3. Pre-test: the researcher gave the pre-test. According to Creswell (Creswell, 2012)), a pre-test provides a measure of some attribute or characteristic that you asses for the participant in an experiment before they receive the treatment. A pre-test is used to collect data about students' reading comprehension of narrative text before giving the treatment.
4. Treatment: the researcher gave two treatments for two meetings. The purpose of the treatment is to improve the student's reading comprehension of narrative text. The treatment used Collaborative Strategic Reading (CSR).
5. Post-test: the researcher gave the post-test. Post-test is used to collect data about the student's reading comprehension of narrative text after giving the treatment. Post-test

provides a measure of some attribute or characteristic that you assess for the participant in an experiment after they receive the treatment (Creswell, 2012). Checking: the researcher made sure that the students did their test appropriately with the command on the test.

7. Coding: the researcher replaced the real names of the students with the codes to protect the student privacy, for example, coding for student A with A1, for student B with A2, and so on.
8. Scoring: the researcher scored the students' reading comprehension of narrative text instruments using the following scoring rubric:

Table 2. Scoring Rubric

Point	Scoring Criteria
1	Students' answers are comprehensive, accurate and complete. Key ideas are clearly stated, explained, and well-supported.
0.5	Students' answers are not comprehensive or completely stated. Key points are addressed, but not well supported.
0	Students did not answer a question or answer is wrong.

9. Tabulating: the researcher put the students' scores on the working tables for the pre-test and post-test.

## RESULTS

The data presented in the following tables were the result of the post-test of the experimental group and control group in form of students' scores in reading comprehension of narrative text.

Table 3. Scores of Experimental Group

No	Students' Code	Pre-Test Score	Post-Test Score
1	A1	80	80
2	A2	72	84
3	A3	74	82
4	A4	80	78
5	A5	82	78
6	A6	72	74
7	A7	74	74
8	A8	82	94
9	A9	80	90
10	A10	94	100
11	A11	86	90
12	A12	68	64
13	A13	72	90
14	A14	76	84
15	A15	76	74
16	A16	82	88

No	Students' Code	Pre-Test Score	Post-Test Score
17	A17	92	90
18	A18	92	100
19	A19	68	86
20	A20	94	84
21	A21	72	74
22	A22	90	86
23	A23	76	74
24	A24	76	86
25	A25	74	80
26	A26	86	76
27	A27	68	64
28	A28	76	80
29	A29	68	82
30	A30	86	84
31	A31	86	80
32	A32	84	82
33	A33	52	64
34	A34	68	84
35	A35	68	58
36	A36	74	84
37	A37	68	82
Average Score		77.51	81.18

Table 4. Scores of Control Group

No	Students' Code	Pre-Test Score	Post-Test Score
1	B1	80	84
2	B2	78	80
3	B3	66	66
4	B4	66	66
5	B5	72	72
6	B6	86	86
7	B7	84	56
8	B8	58	72
9	B9	86	78
10	B10	74	74
11	B11	90	90
12	B12	92	94
13	B13	80	86
14	B14	78	78
15	B15	62	84
16	B16	82	82
17	B17	76	78

No	Students' Code	Pre-Test Score	Post-Test Score
18	B18	74	88
19	B19	84	84
20	B20	66	66
21	B21	68	68
22	B22	90	90
23	B23	78	78
24	B24	54	54
25	B25	74	74
26	B26	76	76
27	B27	78	78
28	B28	80	82
29	B29	82	82
30	B30	78	78
31	B31	70	78
32	B32	60	60
33	B33	50	70
34	B34	74	74
35	B35	76	80
36	B36	82	78
37	B37	56	56
Average Score		74.59	76.21

Before the data were counted using parametric or non-parametric statistics, the Shapiro-Wilk test was used to check the normality of the data. Shapiro Wilk test results in a sig of 0.105 for the Experimental group and 0.160 for the Control group. These two results data when compared with Sig.  $\alpha = 0.05$ ; then,  $0.105 > 0.05$  and  $0.160 > 0.05$ . It means that the score data in the pretest are normally distributed. Shapiro Wilk test results in a sig of 0.163 for the Experimental class and 0.122 for the Control class. These two results data when compared with Sig.  $\alpha = 0.05$ ; then,  $0.163 > 0.05$  and  $0.122 > 0.05$ . It means that the score data in the posttest were normally distributed. In conclusion, the pretest and post-test data results were distributed normally, so the researcher used Independent Sample T-Test to test the hypothesis.

In Independent Sample T-Test, if the value of Sig (2-tailed) is lower than sig 0.05,  $H_a$  is accepted. Based on the results of the calculation of the data above, the value of Sig (2-tailed) is 0.027, which means Sig 0.027 lower than 0.05 ( $0.027 < 0.05$ ); therefore, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. The data provided sufficient evidence to conclude that there is a significant effect of CSR on the students reading comprehension of narrative text at SMA Negeri 3 Palangka Raya.

## DISCUSSION

Collaborative Strategic Reading (CSR) gives positive results on the student's reading comprehension of narrative text at SMA Negeri 3 Palangka Raya and it can be observed in the students' post-test scores in the experimental class. Based on the table of the post-test scores for the experimental class, 2 students got the highest score (100), and in the control class, the highest score (94) was obtained by 1 student. The average score was 81.18 in the



experimental class and the in the control class was 76.21. This score has improved from the pre-test score, where all the classes did not get the highest score (100). One student from the experimental class showed significant progress after being taught to use CSR, the student's score on the pre-test was only (68) and on the post-test (82). The student has improved on finding the main idea and finding the details, student was able to identify the main idea and supporting details in the text by getting the gist and the click-and-clunk strategy. They have practised it before, so the student can use it when answering the questions.

Collaborative Strategic Reading (CSR) is usually used in expository texts, which strive to educate readers based on facts. However, this research uses CSR in narrative text. The researcher found out that CSR was also compatible with narrative text which contains imaginary stories whose purpose is to entertain the readers. Steps in Collaborative Strategic Reading (CSR) fit to activate students' imaginations by making them guess what the story will be. They made predictions in the preview of the narrative text. Students were able to identify the main ideas and supporting details in the narrative text by getting the gist. They were able to understand the narrative text and made inferences about the important information during the wrap-up. Students were also able to understand the vocabulary in the narrative text by clicking and clunking.

Students in the eleventh grade of SMA Negeri 3 Palangka Raya showed their improvement through Collaborative Strategic Reading (CSR), as evidenced by the steps in CSR. At the first meeting, students did not have an idea of what they would learn about the story in the narrative text. They had the wrong guesses about the story. It was different since the researcher applied the preview strategy. The researcher provided visual clues for the students, such as pictures and short narration in the heading used throughout the passage. The researcher remained with the students in preview to use all the clues. After that, the students showed their interest and enthusiasm for what they were about to read by getting help from the clues. Students started to make predictions that almost fit with the story plot. They started to imagine what the story might be about. They connected their previous knowledge with clues to predict the story. It showed that students' attention was focused on learning about the story, and it indicated students were ready for the next step.

The next step was to click and clunk. This step was during reading. The students at the first meeting did not understand a few words in the story that has been given. It made it difficult to understand the whole story. After they found out it was hard to understand, the students started to lose their motivation to learn. They ignored the story and made themselves busy with other activities. The researcher applied the click-and-clunk strategy to solve the problem. The researcher asked students to write down the words they did not understand or the clunk and gave them fix-up strategies to figure out the clunks. The researcher and the students together discussed the clunk and used the fix-up strategies. The students said they were happy because they got new vocabulary through click and clunk, they learned from each other, especially in the click; when students have words they understand, they could tell their friends, so their friends got a new vocabulary from that; and through fix-up strategies, the students said they could use it in other texts when they found the clunk.

Before applying CSR, students found it difficult to identify the main idea and supporting details in the story. The researcher knew it could happen because the students did not know what the most essential elements were in each paragraph, such as the person, place, or things. The researcher applied to get the gist to help the students' problems there. The researcher asked the students to focus and identify the most essential part in a paragraph on which



they focused, and they explained what the important part was. The students could put it all together into a sentence containing the words or less. The students said this step was good for them because they could use their own words to express their ideas and also show their good behaviour by appreciating the ideas of their friends. They said all the people in the group should give their ideas, so the quietest students felt heard when the others heard the ideas. Students also had problems making inferences about the text; they said it was too difficult to conclude, so the researcher applied wrap-up for the students by asking them to summarize what they had learned from the text and make questions and inferences using 5W and 1H to test their understanding and memory of what was read. The students showed their improvement in learning by using collaborative strategic reading, not only in their scores but also in their actions. The researcher concluded that CSR was suitable for students in SMA Negeri 3 Palangka Raya. They can learn a lot from each other by mixing them into one group. The highest-scoring student can teach the lowest-scoring student, and the lowest-scoring student can learn from the highest-scoring student. Their social lives also changed after CSR was applied. They ignored each other at first because they did not want to make friends with their classmates, but after CSR they showed interest; they wanted to know each other and chose to be in a group CSR rather than learning alone. The students were more confident in speaking about their ideas because of the support of their friends. They learned to be responsible with their own rules because they knew if one rule was connected to another to make the CSR successful.

## CONCLUSION

Based on the analysis result of this research, shows that the use of Collaborative Strategic Reading (CSR) had a significant effect on students' reading comprehension of narrative texts and helped students increase their achievement in reading comprehension of narrative text. As the result, the student's score in the experiment class (81,1892) was higher than those in the control class (76,2162), which was proved by the result of the mean from data calculation ( $81,1892 > 76,2162$ ). The result of data calculation by using the Independent Sample T-Test showed that the value of the significance (2-tailed) 0,027 was lower than sig 0,05 ( $0,027 < 0,05$ ). This research rejected the null hypothesis and accepted the alternative hypothesis. It means that Collaborative Strategic Reading (CSR) effects significantly on students' reading comprehension of Narrative text at SMA Negeri 3 Palangka Raya in the academic year 2022/2023.

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