

## THE IMPACT OF COLLABORATIVE STRATEGIC READING (CSR) STRATEGY ON READING SKILLS AMONG SECONDARY SCHOOL STUDENTS

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**Abstract:** The study's overarching objective is to determine whether or not CSR improves students' reading comprehension. Twenty-five students from one public secondary school in Bengkulu Tengah served as the study's sample. The study used a pre- and post-test to gather data in a quasi-experimental equivalent time-series design. Since there is only one group in the research, a control group is unnecessary. The normality of the data was a prerequisite for using the one sample t-test formula to assess the hypothesis. In this study, the researchers employed the Kolmogorov-Smirnov test to examine whether or not the data were normally distributed. The results of this research showed that the experimental group's class post-test mean score of 83.54 exceeded the class pre-test mean score of 51.94. Based on the findings, it is clear that the Collaborative Strategic Reading (CSR) approach significantly improved students' ability to understand what they read.

**Keywords:** *collaborative strategic reading; reading comprehension; time series design.*

### INTRODUCTION

Reading is a fundamental skill that plays a vital role in our personal and professional lives. It is the foundation of all learning and critical thinking, as well as a tool for gaining knowledge, expressing ideas, and engaging with the world around us. Reading provides people with the opportunity to gain a wide variety of information and expertise. By reading the text, individuals are able to comprehend what they see on the page (Aini *et al.*, 2021). Reading is a very essential activity that both instructors and students are required to engage in on a daily basis as part of their educational experience (Ardianti *et al.*, 2021). Moreover, reading is an important element of education (Nurmawati *et al.*, 2021), especially when people are learning English as Foreign Language (EFL) and need to recognize the meanings of recent phrases (Meliana *et al.*, 2018).

Unfortunately, the real fact of Indonesian students' reading achievement is alarming. According to the Program for International Student Assessment (PISA) 2018, Indonesian students scored an average of 371 points in reading, which is below the international average of 487 points. As Indonesian is a multicultural country (Harmi *et al.*, 2022) they are from various regions and do not just speak one language in the class, it will be harder to use a

foreign language. They find it difficult to learn English because it is so dissimilar to Indonesian in pronunciation, meaning, and other aspects (Sari *et al.*, 2019; Suhono & Sari, 2017). Indonesian students who are learning English as a second language are also having trouble figuring out what a text means. Indonesian students' ideas about learning are based entirely on cultural values from their home language, also called their "mother tongue" (Jannah, 2020).

Several other studies have also highlighted the low reading achievement of Indonesian students. A study by Dardjito (2019) toward 373 EFL students in Yogyakarta found that although their metacognitive reading awareness scores were high, the students were placed in a cluster with limited reading proficiency. Similarly, a study by Wahyuni (2021) found that Indonesian university students had low comprehension achievement. Among 122 students, 46.7% of students were categorized below standard. Another study by Nanda & Azmy (2020) reveals that Inadequate reading comprehension in the EFL context among Indonesian secondary school students is a debilitating issue caused by three significant factors: a lack of motivation, a lack of prior knowledge, and a deficiency in English vocabulary. A study from Muhammad *et al.* (2019) also confirms that many Indonesian students struggle with reading comprehension.

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The inability of some readers to be critical of the texts they are provided, as well as differences in grammatical and lexical proficiency, contribute to the diversity of these challenges. This indicates that many Indonesian students are struggling with reading, which can have a negative impact on their academic and future career success.

Moreover, according to the researcher's informal observations during classroom teaching practice, students have numerous reading difficulties. It was well-known that a number of issues affecting students' reading comprehension had not been resolved; pupils were unable to read well. Typically, they translate word for word, even if the English phrase or sentence cannot be translated word for word. Some students' attempts to translate the meanings of words using dictionaries fail miserably. If they encounter a word for which they do not know the definition, they will quit reading. The fact that reading takes time or that they read more slowly when they read a book is the source of the students' difficulties. The process of teaching reading comprehension cannot run smoothly. Therefore, in order for their pupils to better understand the differences in the text, teachers must understand their students' challenges and must help them build their reading abilities and a good attitude toward their reading activities (Gilakjani & Sabouri, 2016).

To address this issue, many educators have been looking for effective strategies to improve students' reading skills. One such strategy is Collaborative Strategic Reading (CSR), which is a collaborative approach that aims to improve students' comprehension, vocabulary, and reading fluency using structured group discussions, peer interactions, and specific reading strategies. The CSR strategy emphasizes the use of four key reading strategies: previewing, click and clunk, get the gist, and wrap up, which help students to activate their prior knowledge, monitor their comprehension, and summarize the key ideas of the text (Abidin & Riswanto, 2012).

Previous studies have shown that the CSR strategy can have a positive impact on students' reading skills. For example, a study by Anwar (2020) found that the CSR strategy was effective in improving the reading skills and the students' active participations in reading class. Similarly, a study by Kabir & Kiasi (2018) demonstrated that collaborative strategic reading improved the reading comprehension and vocabulary acquisition of the experimental group's students. A study from Babapour *et al.* (2019) concluded

that CSR had a positive impact on the reading comprehension of elementary and intermediate level Iranian EFL learners.

In the context of Indonesia, study from Susanti *et al.* (2020) indicate that Collaborative Strategic Reading (CSR) can improve Indonesian students' higher order thinking abilities. The findings also demonstrated that CL had a positive and significant impact on the critical thinking abilities of learners (Hunaidah *et al.*, 2018; Kusumawati *et al.*, 2019; Warsah *et al.*, 2021). A study from Herlisya *et al.* (2022) found that Collaborative Strategic Reading was successful in enhancing students' learning activity and reading comprehension. The result study from E *et al.* (2022) demonstrates that the average reading performance of students improves in four dimensions, including literal, interpretive, and applied comprehension, as well as critical comprehension. Studies toward the students in the level of senior high school also prove positive results of the use of CSR in improving students' reading comprehension achievement (Oktorianisarry *et al.*, 2023; Sari *et al.*, 2022). Through the study on the students' attitude toward CSR, it is also showed that the students who have high achievement in reading comprehension show positive attitude toward CSR (Amjadi & Talebi, 2021; Oktarina, 2022). They believe that CSR assists them to develop their reading comprehension in terms of determining main idea and increasing vocabulary.

To the best of the researcher's knowledge, there is still a pressing need to conduct the study on the use of CSR specifically to the secondary school students, despite the increasing evidence of CSR's efficacy in improving reading skills in Indonesia. By exploring how CSR can help students become better readers, this study hopes to close a gap in the existing literature. This is unique because the researcher is interested in the effects of CRS on one group, without a comparative or control group to determine whether or not those effects actually occurred.

## METHOD

This study was a quasi-experimental in the form of an equivalent time series. In the case of comparable control group does not exist, using time series design is a choice. Rather than using one-group pretest-and posttest design, using time series design is suggested in order to control potentially confounding variables (Johnson & Christensen, 2020). Researchers used pre-test (before) and post-test (after). In each meeting, the

experimental group receives treatment three times (first series, second series, third series).

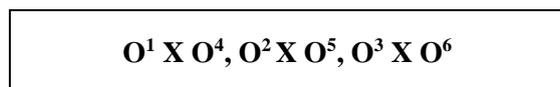


Figure 1. *Equivalent time series design*

Notes:

- O<sub>1</sub>, O<sub>2</sub>, O<sub>3</sub> : Pre-test value before treatment
- X : Treatment using the collaborative Strategic Reading
- O<sub>4</sub>, O<sub>5</sub>, O<sub>6</sub> : Post-test value after being given treatment (Ometlit, 2023)

Twenty-five students from eighth grade of a secondary school were selected to take part in the research project. The students were from one public school in Bengkulu Tengah, Indonesia. A reading comprehension test was the instrument that the researcher employed in order to ascertain the level of reading skill possessed by the students. The test was administered before and after each treatment. There were three kinds of texts that were tried out (Narrative, Descriptive, and Recount texts). The researcher tested the degree of validity of the instrument based on certain criteria. The level of instrument validity is calculated using SPSS 21 and the manual Product Moment Correlation. It was found in the r table at significance of 5% or 0.05. N=24,  $\alpha=5\%/0.05$ . So, the value of  $r(\alpha \times n-2) = (0,05 \times 22) = 0.432$ . The results of the SPSS 21 software and the Cronbach Alpha showed that the instrument had a high level of reliability and was able to provide a reasonable approximation of the idea that it was designed to measure. This was determined by the fact that the instrument was able to produce accurate results. Out of the total of 25 questions that were asked, the findings of the validity and reliability tests indicated that there were 20 questions that could be considered valid. As a direct consequence of this fact, the researcher questioned each participant in the study with a total of twenty questions that could be considered credible.

## RESULTS AND DISCUSSION

In order to see the significant effect of the use of CSR or Collaborative Strategic Reading on students' reading comprehension, one sample t-test was used. A one-sample t-test is a statistical test used to determine whether the mean of a single sample of data differs significantly from a hypothesized population mean. The test involves comparing the mean of the sample to a known or hypothesized population mean, and determining whether the difference between the two means is statistically significant. The t-test calculates a t-statistic, which measures the size of the difference between the sample mean and the hypothesized population mean in terms of the standard error of the sample mean. The One Sample t Test determines if the mean of a population differs significantly from a known or hypothesized value. A parametric test is the One Sample t Test (Universities Libraries, 2023). The discussions are divided into two parts: One sample t-test analyses of pretest and one sample t-test analyses of posttest.

### One sample t-test analysis of pretests

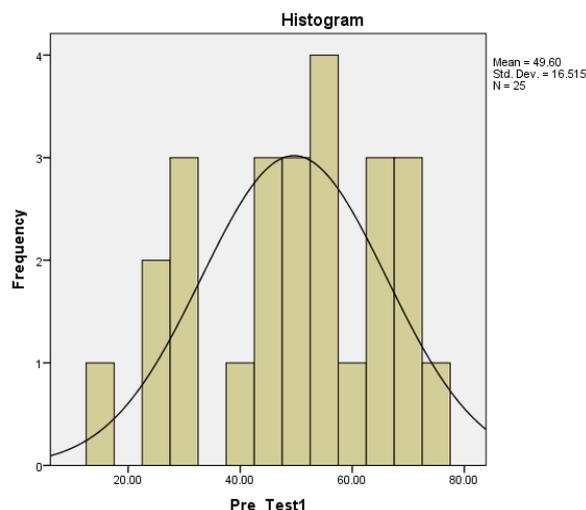


Figure 2. *The histogram of pretest 1*

Table 2. *One sample t-test of experimental group pre-test 1*

One-Sample Test						
Test Value = 75						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre_Test1	-7.690	24	.000	-25.40000	-32.2171	-18.5829

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Table 2 demonstrates the analyses of pretest 1. It shows that the t-count value of 7.690 was greater than the crucial value of 2.064 (Sig. 2-tailed 0.000 < 0.05). Because the significant value was <0.05, it is possible to claim that the null hypothesis (Ho) was rejected, and the research hypothesis (Ha) was accepted.

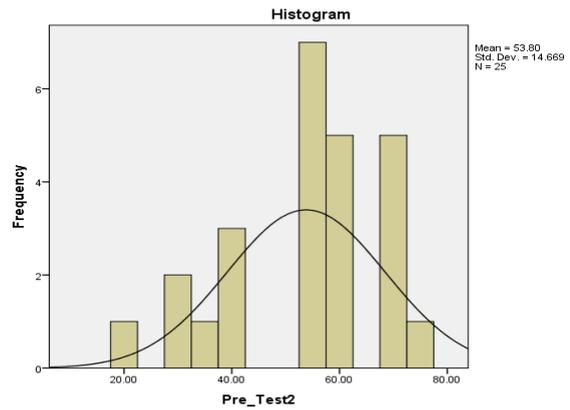


Figure 3. The histogram of pretest 2

Table 3. One sample t-test of experimental group pre-test 2

One-Sample Test						
Test Value = 75						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Pre_Test2	-7.226	24	.000	-21.20000	-27.2549	-15.1451

The results of students' pretest in the second period were described in table 3. This demonstrates that the critical value of 2.064 was lower than the t-count value of 7.226, which was greater. (Significance with two tails: 0.000 < 0.05) Due to the fact that the significant value was less than 0.05, it is feasible to assert that the null hypothesis (Ho) was not supported, whereas the research hypothesis (Ha) was validated.

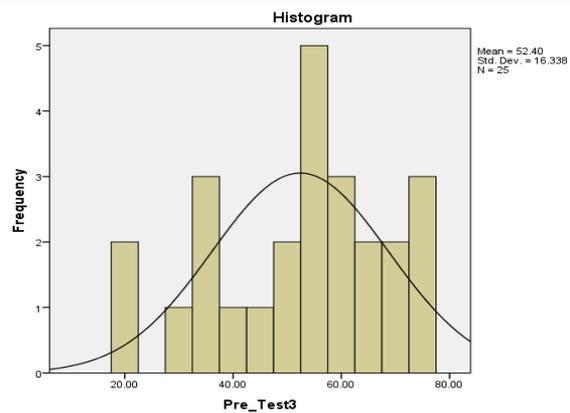


Figure 4. The histogram of pretest 3

Table 4. One sample t-test of experiment group pre-test 3

One-Sample Test						
Test Value = 75						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Pre_Test3	-6.917	24	.000	-22.60000	-29.3438	-15.8562

Significant results can also be seen from table 4. The third pretest period shows that t-count 6.917, was higher than the critical value of table 2.064. (Sig.2-tailed 0.000 < 0.05). Since the significant value was <0.05, it can be assumed the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

*One sample t-test analysis post-test*

As explained in the method part, there are three periods of posttests in this research.

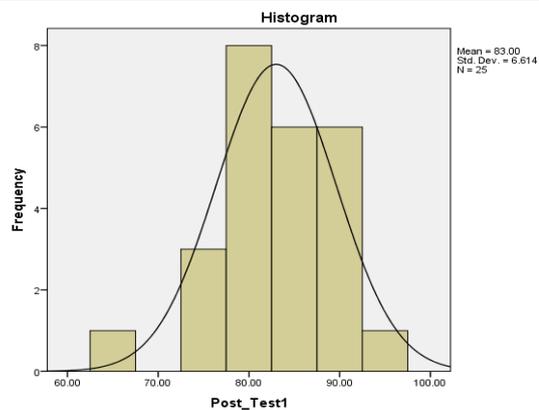


Figure 5. The histogram posttest 1

Table 5. One sample t-test of experimental group posttest 1

One-Sample Test						
Test Value = 75						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Post_Test1	6.047	24	.000	8.00000	5.2697	10.7303

Table 5 demonstrates the results of the analyses of posttest 1. It shows that the t-count value of 6.047 was higher than the crucial value of 2.064. (Sig. 2-tailed 0.000 < 0.05). Because the significant value was <0.05, it is possible to claim that the null hypothesis (Ho) was rejected, and the research hypothesis (Ha) was accepted.

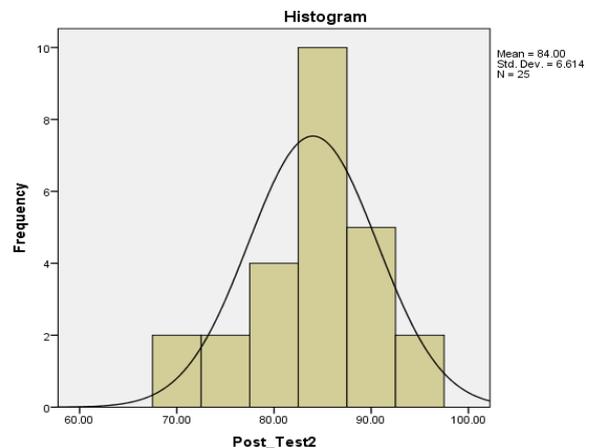


Figure 6. The histogram posttest 2

Table 6. One sample t-test of experimental group posttest 2

One-Sample Test						
Test Value = 75						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Post_Test2	6.803	24	.000	9.00000	6.2697	11.7303

Table 6 shows the results of posttest 2. This demonstrates that the t-count value of 6.047 was higher than the critical value of 2.064, as indicated by the significance level of 0.000 < 0.05. Due to the fact that the significant number was less than 0.05, it is conceivable to assert that the research hypothesis (Ha) was validated.

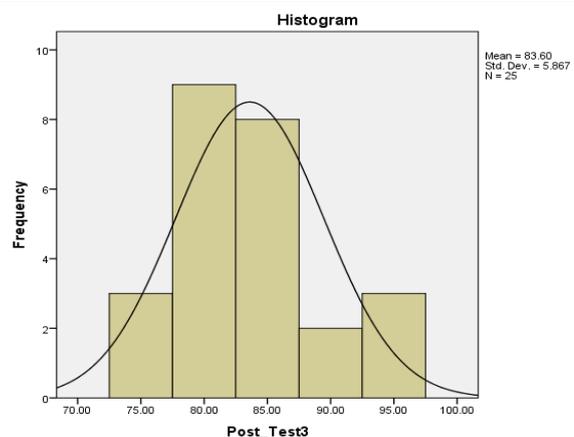


Figure 7. The histogram posttest 3

Table 7. One sample t-test of experiment group posttest 3

One-Sample Test						
Test Value = 75						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Post_Test3	7.330	24	.000	8.60000	6.1784	11.0216

The result of posttest 3 can be seen in table 7. T-count, 7.330, was higher than the critical value of table 2.064. (Sig. 2-tailed 0.000 < 0.05). Because the significant value was <0.05. It can

be stated the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In general, the statistical studies indicate that

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CSR consistently brings a significant impact on the improvement of the reading performance of the students. CSR causes an improvement in the students' reading performance across all three posttest periods following each of the treatments. According to the results of the post-tests, the mean value of the first post-test was 83.00, the mean value of the second post-test was 84.00, and the mean value of the third post-test was 83.60. In the meantime, the mean value of the first pretest was found to be 49.60, the mean value of the second meeting of the pretest was found to be 52.80, and the mean value of the third meeting of the pretest was found to be 52.40. The findings of this study revealed that the mean score on the post-test for the experimental group was 83.54, which was greater than the average result on the pre-test, which was 51.94. These encouraging findings are unquestionably consistent with research that has been carried out in the past. (Anwar, 2020; Babapour *et al.*, 2019; Herlisya *et al.*, 2022; Kabir & Kiasi, 2018; Oktorianisarry *et al.*, 2023; Sari *et al.*, 2022). The results are due to several factors.

During the study, the researcher gave the pre-test to students then found the students' achievement before the treatment. The researcher then gave the treatment by applying Collaborative Strategic Reading (CSR) for students. During the implementation of CSR, the students made small groups consisting of 4-6 students. Students learn to participate in a variety of reading strategies, such as previewing, predicting, clarifying, and summarizing, through CSR. These strategies assist students in gaining a deeper comprehension of the material that they are reading.

One of the ways that a CSR program can help students improve their reading is by encouraging more active involvement with the material they are reading. Students are more likely to comprehend and remember what they have read if they participate in group activities that involve making predictions and asking questions. These activities encourage students to become more involved in the reading process. In addition, when students collaborate in groups, they are better able to assist one another in gaining a greater comprehension of the material by shedding light on areas of the text that may be unclear to them. By encouraging students to work together, Collaborative Strategic Reading (CSR) boosts reading comprehension and mental learning (Anggeraini *et al.*, 2018; Anwar, 2020; Oktorianisarry *et al.*, 2023).

CSR can help students improve their literacy in yet another way by encouraging the expansion of their vocabulary, which is one of the many ways that CSR can help. Students progressively feel more at ease when employing their newly acquired vocabulary in their own writing and speaking as they work together with one another to recognize and define obscure terms. This process takes place as students collaborate with one another to recognize and define obscure terms. CSR can also help to cultivate an enthusiasm for reading and increase students' motivation to read, both inside and outside of the classroom, by encouraging students to take ownership of their reading and increasing the amount of (Chatterjee & Correia, 2020; Hautala & Schmidt, 2019).

## CONCLUSION

The investigation led the researcher to the conclusion that collaborative strategic reading, also known as CSR, has a considerable effect on the reading skills of learners. It is able to be shown from the statistical analysis as demonstrated from the result of pre-test and post-test results, with the posttest score being higher than the pretest score, demonstrate that they have improved their reading comprehension performance. Through the utilization of an equivalent time series design, the research contributes to the existing body of knowledge by demonstrating that collaborative strategic reading is effective in enhancing the reading abilities of secondary school students.

The researcher does note, however, that there are still a significant number of issues that need to be addressed with regard to this study. In upcoming studies, it should be investigated how CSR can be utilized in other aspects of ELT as well as in the overall context of the participants.

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