

EFFECTIVENESS OF COLLABORATIVE STRATEGIC TO IMPROVE READING COMPREHENSION OF STUDENTS AT SMP NEGERI 23 OKU

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ABSTRACT

This research aims to determine students' reading comprehension in eighth grade students of SMP Negeri 23 OKU who are taught by using Collaborative Strategic Reading. this research is conducted by using pre-experimental research design. the population of this research were all students of class VIII SMP Negeri 23 OKU. the total population is 164 students, and 30 students were taken as the sample through cluster random sampling. the pre-test and post-test were used as the techniques for collecting the data. base on the result of research findings the researchers found that the average pre-test score was 48,88 and the post-test score was to 74,00. from statistical analysis, research found that the value of sig.=0.000 les than the value of significance level $\alpha=0.05$ this show that the alternative hypothesis was accepted. it can be conclude that collaborative strategic reading was effectiveness to improve reading comprehension of eighth grade students at SMP Negeri 23 OKU. by using collaborative strategic reading students are more active and participate in the teaching and learning process of reading comprehension. therefore, collaborative strategic reading can be an alternative strategy for teachers in teaching reading which can improve their reading comprehension skill.

Keywords : *Teaching Reading Comprehension, Collaborative Strategic Reading*

Introduction

Reading skills are an integral part of the learning process for students, especially in English subjects. In accordance with Depdiknas in Sawitri (2021, p.23) which states that English has a very important influence on students both as a means of communication with foreign speakers also has a very important role to support students in studying other fields of study. Therefore the curriculum being developed now aims to be able to prepare students to have competencies that are able to reflect on their own experiences and the experiences of others, express ideas, and other people's cultures.

Reading comprehension is a process of understanding the content of reading, for this reason a solution is needed as a way out that can at least reduce students' difficulties in reading various kinds of English textbooks. From the definitions above, it can be concluded that reading is a process of obtaining meaning from written symbols. Through the process of reading, students can broaden their knowledge and have a major influence on their speaking, listening and writing skills. Every school in Indonesia has different types of students. Not only that their characteristics are different, but also their ability to understand the lesson. That makes the class categorized as a mixed class. Mixed ability classes are all about different abilities.

Some of the factors that lead to reading difficulties experienced by these students are one of them because learning is only centered on the teacher. So that in class students only listen the explanations from the teacher and tend to be more passive in using vocabulary. According to Yusri (2018, p.39) explains that one of the causes of reading difficulties is the lack of vocabulary use by students. This happens due to limited textbooks, dictionaries and light reading sources in English, lack of awareness and motivation in students to memorize vocabulary that has been acquired in class, and lack of regular and continuous use of vocabulary and using it in daily practice.

The aim of learning English in SMP/MTs is so that students are able to use English functionally, performativity, and epistemic ally. The learning objectives can be achieved through reading, which means that the reader understands the contents of the reading itself. This is in accordance with Karmiani (2018, p.883) which states that the role of reading is important for the development of science. Many readers do not understand the meaning or information contained in the text they read. This difficulty also occurs in students at school, one of which is in English lessons. In fact, there are still many students who have difficulty understanding an English passage even though at school they have repeatedly received reading comprehension.

The reading ability of students at SMP Negeri 23 OKU seen from the results of learning English in the odd semester of the 2022-2023 school year for class VIII of the four competencies of listening, speaking, reading, and writing shows the ability to read comprehension very weak. Students' motivation to practice their reading skills, especially reading English texts, was not seen well. This is in accordance with Ruddle in Karmiani (2018, p.2) Reading is a process of interaction between writers and readers through written texts that are able to broaden the reader's knowledge to interpret writing into the correct meaning. In teaching English in SMP/MTs, there are two stages of reading included in the curriculum. The first is learning to decode symbols contained in reading aloud activities, while the second is learning to construct meaning embodied in reading comprehension. Anggeraini et al (2018) stated that collaborative reading strategic can improve students' reading comprehension scores.

The formulation of the problem in this research is "Is it Effective of Use Collaborative Strategic Reading to Improve Reading Comprehension of Eighth Grade Students at SMP Negeri. While the objective of this research The purpose of this research was to find out the effectiveness of collaborative strategic reading to improve reading comprehension of eighth grade students at SMP Negeri 23 OKU. The benefit of the research one of them was will enhance research knowledge in teaching reading and provide valuable experience in conducting educational research.

Methodology

This research is experimental research. According to Creswell, (2012, p.294) Experimental research is an independent variable test to determine whether it affects the dependent variable.

The research method used in this study is the Pre-Experimental Designs (Non designs) method. The researchers used a pre-experimental design (non- design) with the type of one-group pretest-posttest design. In this study the researchers provide a pre-test before being given treatment and a post-test after treatment as comparison material

and research results can be more accurate. The research design that used in this research as following table below:

Table 1
Research design *On grup Pretest-Posttest*

Pre Test	Treatment	Post Test
O1	X	O2

Sugiyono (2017, p.111)

Where:

O1 : Pre-test

X : Treatment

O2 : post- test

The populations of this study were all students of class VIII SMP Negeri 23 OKU, totaling 167 students. In this study, researchers used the cluster random sampling technique to take samples randomly in groups. Sampling use the random sampling technique use a lottery by using paper to determine which class was used as the research sample. To determine the sample the researcher took several steps, as follows:

1. The researcher wrote down each name of each class on a small piece of paper.
2. The researcher rolled up the paper and put the paper into a glass with a hole
3. The researcher took one name to be sampled. The result is class VIII.A students who are used as research samples.

Table 2
The Sample of the Research

No	Class	Male	Female	Total
1	VIII A	16	16	32
Total				32

Source: Tata Usaha SMP Negeri 23 OKU (2023)

In using the test method, researchers use instruments in the form of tests or test questions. Test questions consist of many test items, each of which measures one type of variable. The purpose of conducting tests in this study was to measure and determine students' reading comprehension abilities.

The test used in this study is a reading comprehension test, which consists of 25 multiple choice questions the test was given twice pre-test and post-test. The pretest is the initial data collection before carrying out treatment; students are given a pretest to find out the extent of their initial knowledge. While the post test is the collection of data after doing the statement, students are given a posttest to find out students' reading comprehension after being given treatment.

Test data analysis is carried out using the average value and percentage of learning completeness, where classically the learning process is said to be complete if 80% of

students in the class get a score of 67, while the learning process is said to be complete individually if students get a score of 67 according to the completeness criteria the minimum that has been determined for English subjects in class VIII SMP Negeri 23 OKU.. The following is the technique of analyzing the data:

- a. Scoring the student's correct answers of test:

$$x = \frac{B}{T} \times 100\%$$

Where :

X = the total students score

B = total of students correct answer

T = total of test items

Source: Sudjiono in Claudia (2019, p.48)

- b. Percentage student answer

The research calculates the percentage of students score in pre-test and post-test by used the following formula:

$$P = \frac{f}{N} \times 100 \%$$

Where:

P = percentage of students' answer

F = total score of students answer

N = maximum score of students answer

Source: Sudijono (2012)

- b. Classified the mean score of the test, based on Arikunto in Ervian (2020) classified as follows:

Table 3
The description of student score classification

Score	Classification
80 – 100	Very Good
66-79	Good
56-65	Enough
40-55	Less
>40	Fail

Arikunto (2014, p. 207)

- d. Statistical Analysis

Then to find out the significant between pre-test and post-test, the writer used Paired Sample t-test through the statistical package for social science (SPSS) computer program version 26.0. There were two hypotheses as the conclusion of this analysis steps. The hypotheses were as follows:

Ho : there was no significance improvement after the treatment process

Ha : there was significance improvement after the treatment process

Finding and Discussions

A. Findings

a. The Students Score in Pre-test and post test

Before learning begins, the researcher conducts a test to measure the extent to which the students' initial knowledge is, namely by using a test that the author has prepared beforehand. This initial assessment is called a pretest, then students are given treatment using the Collaborative Strategic Reading method. After being given treatment, students were given a posttest to measure the level of students' understanding after using Collaborative Strategic Reading.

Based on the pretest results the minimum score of students in the pretest is 36 and the maximum score is 72 with an average score of 58.88 so we can conclude that the average post-test score is lower than the minimum completeness criteria (KKM). The frequency test were 7 (22%) students who scored in the good category, 17 (53%) students who scored enough, 7 (22%) students who scored in the less category, and 1 (3%) students who scored in the fail category, none of the students got very good grades.

Furthermore, after being given treatment using Collaborative Strategic Reading and reassessing posttest the lowest student score was 56 and the maximum score was 88 with an average of 74.00, so we can conclude that the average posttest score is higher than the minimum completeness criteria (KKM). Researchers used the frequency and the results shows that there were 7 (22%) students who scored in the good category, 17 (53%) students who scored enough, 7 (22%) students who scored in the less category, and 1 (3%) students who scored in the fail category, none of the students got very good grades.

b. The Students Score in post test

Furthermore, after being given treatment using Collaborative Strategic Reading and reassessing posttest the lowest student score was 56 and the maximum score was 88 with an average of 74.00, so we can conclude that the average posttest score is higher than the minimum completeness criteria (KKM). Researchers used the frequency the results shows that there were 10 (31%) students getting grades in the very good category. 18 (56%) students scored in the good category, 4 (13%) students scored in the enough category.

c. Statistical Analysis

1). Normality test

The data normality test was carried out to find out whether the data being analyzed was normally distributed or not. In this study to see the normality of the data,

researchers used the SPSS 26.0 program as shown in the table below:

Table 4
Normality Test Result
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PreTest	.144	32	.089	.945	32	.105
PostTest	.147	32	.076	.961	32	.297

a. Lilliefors Significance Correction

From the table above we can see that the pre-test significant level was .105 and the post-test significant level was .297, because the number of samples in this study was less than 50 people, what was read was Shapiro-Wilk. With $\alpha = .05$ then $.105 > .05$ and $.297 > .05$ means $p > \alpha$ so it can be concluded that the data is normally distributed.

2). Paired Sample t-test

To obtain empirical evidence about the use of Collaborative Strategic Reading to improve reading comprehension of class IX students of SMP Negeri 23 OKU. Researchers used the T-Test formula using the SPSS program. Paired sample T- Test was used to see whether there was a significant effect on students' reading comprehension before and after treatment.

The results of the Paired sample T-Test can be seen in Table 5.

Table 5
Paired Sample t-test
Result

		Paired Differences					Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest – PostTest	-15.125	4.279	.756	-16.668	-13.582	-19.997	31	.000

Based on the results of table 4.4, the data shows that students' reading comprehension before and after being given collaborative strategic reading treatment obtained a significance value (2 tailed) of 0.000. This shows that the significance level = 0.05 (5%). $\text{Sig (2-tailed)} < 0.05$ so that H_0 is rejected and H_a is accepted. So that it can be said that there is a significant influence on the use of collaborative strategic reading to improve students' reading comprehension in class VIII.A students of SMP Negeri 23 OKU.

Discussions

The research argues that class VIII.A students of SMP Negeri 23 OKU experienced a significant improve in reading comprehension by using collaborative strategic reading . This is evidenced by the average score of students in the Pre-Test was 58.88 and the Post-Test was 74.00. Each of the Pre-Test and Post-Test assessment criteria, namely the total score of the Post-Test is higher than the Pre-Test, and research shows that there are significant differences in students' reading comprehension before and after teaching reading through collaborative strategic reading. Based on the results of hypothesis testing (Paired Sample T-Test) which shows that the significant value is 0.00 and this is lower than Sig (2-tailed) 0.05. So, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted, which means that the use of collaborative strategies is significantly effective in increasing students' reading comprehension.

From the explanation above, there is a significant improve in learning to read using collaborative strategic reading in class VIII.A students of SMP Negeri 23 OKU which allows students to gain a better reading comprehension. In other words, collaborative reading strategies are effectively implemented in the classroom by teachers because they help students improve their reading comprehension.

Conclusion

Based on the findings and discussion the researchers concluded that class VIII.A students of SMP Negeri 23 OKU experienced a significant increase in reading comprehension. This is evidenced by the average score of students where the pre-test results were 48.88 and 74.00 post-test. So the difference and based on the scores obtained by each student to assess the pre-test and post-test assessments, namely the total post-test score is higher than the pre-test. As results the students can determine the main idea, provide specific information, determine the general structure, find goals and determine linguistic elements from the reading material provided and with the increase of motivation of the students.

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