

DOES MODIFIED COLLABORATIVE STRATEGIC READING (MCSR) AFFECT STUDENTS READING COMPREHENSION?: AN EXPERIMENTAL STUDY OF INTERPERSONAL INTELLIGENCE

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Abstract

The objectives of the study were (1) to know whether modified collaborative strategic reading (MCSR) affect reading comprehension ability of the second grade students or not (2) to know which one the students who have high and low interpersonal intelligence on their reading comprehension (3) to know whether or not there is interaction between modified collaborative strategic reading and interpersonal intelligence. This study used factorial design. The population of this study was all of the classes at second grade at the school, and the researcher chose the sample using shuffle. Pre-test and post-test and also questionnaire were being the instrument of this study. The test consisted 30 items which had been validated by the expert, and it used content validity. It was proved by the result of analysis hypothesis testing that the sig. value on sig. (2-tailed) is 0.04. Actually, the sig. value (0.04) is lower than 0.05, so H_0 is rejected. It means that MCSR had significant effect on students' reading comprehension. Then, to get the result of the second and third research problem, this study used two-way ANNOVA. The answer is that there is interaction between MCSR and interpersonal intelligence on reading comprehension.

Keywords: modified collaborative strategic reading, reading comprehension, interpersonal intelligence.

INTRODUCTION

According to Harmer (1991:190), "reading is an exercise dominated by the eyes and brain." Meanwhile, Nunan (1991:64) argued that reading can be defined as a habit of the reader to do a process such as decoding written symbol, word, clause and sentence. There are some various judgments for defining reading comprehension. According to Pardo (2004) argued that reading comprehension is a complex process which has some various ways. A complex process that has been usually faced is that a reader and text should do interaction; however, the text should be connected with the reader's

background knowledge, previous experience, and the stance the reader takes in relationship to the text in order to get the meaning of the text completely.

There are four types of reading according to Patel and Jain (2008:117); those are intensive reading, extensive reading, reading aloud and silent reading as follows. *Intensive reading* is reading the specific text that is given by the teacher, for example, the readers or students usually only read the short text. It doesn't mean for knowing the meaning of the whole text because the specific purpose of intensive reading is how the students can answer the questions related to the text. As well as intensive reading, he stated that *extensive reading* can be defined as unimpeded. It means that the readers can read whatever the material of the text that they want. The third, *reading aloud* is the strategy to support the readers in building their listening skill. Besides, the readers can also imagine the content when they read aloud.

To have better reading comprehension, teachers should have some interesting method which is prepared well before the material is taught in the classroom. Surely, This method will help students to make them easily in getting the message of the text, and make them motivated to more focus and effective in their learning activity. Furthermore, the researcher chooses to use modified collaborative strategic as a strategy for the students to comprehend the reading text.

MCSR (modified collaborative strategic reading) is a modified version of Collaborative Strategic Reading (CSR) which was discovered and developed by Klinger & Vaughn (Klingner, J. K. & Vaughn, S, 1998). According to Grabe (2009), he claimed that CSR is a hopeful approach to combined-strategies instruction that gathers on both reciprocal teaching and cooperative learning, and that has been applied with both L1 and L2 students.

Developing by Klingner and Vaughn (1987), Collaborative Strategic Reading (CSR) is a pedagogical practice in which cooperative learning and reading comprehension strategies integrate with each other. CSR organizes an instructional context in which students, with the support of their peers and also the instructor, evolve intoable at using a number of research-based reading comprehension strategies while reading. Fundamentally, CSR consists of four key reading comprehension strategies: 1. Preview 2. Click and clunk 3. Get the gist 4. Wrap up.

On the other hand, to know the students achievement in comprehending the reading text through MCSR (modified collaborative strategic reading) that has been effected on the students. The researcher use interpersonal intelligence to measure which one the students has low interpersonal intelligence and high interpersonal intelligence because the reseracher believe that all of the students have difference achievement in their work.Of course the reseracher will get a way to solve this problem by connecting with the previous study that will be

stated at chapter two. From the previous study, Damayanti, Tartra and Artini (2013) had analyzed the effect of MCSR and vocabulary on reading comprehension. He had gotten the proof that MCSR and vocabulary affect on reading comprehension students. But, on this study, the researcher only use MCSR without vocabulary treatment because the researcher argue that if the students have some many vocabulary of course they will be easily to comprehend the text. Furthermore, this study only use MCSR on reading comprehension students. It will affect or not. Importantly, the reseracher also want to connect between MCSR and interpersonal intelligence students. Is it correlated or not? Because MCSR is an technique to help students in comprehending the text, and interpersonal intelligence is to measure the students achievement which one is low and high.

The researcher stated three main objective of the study. First, to know whether modified collaborative strategic reading (MCSR) affect on reading comprehension ability of the second grade students of Mts. Miftahul Ulum Tempeh or not. Second, to know the students difference intelliegnce which is high or low in their interpersonal intelligence on reading comprehension. Third, to know whether or not there is interaction between modified collaborative strategic reading and interpersonal intelligence.

METHOD

Design

The research design of this study was experimental design especially quasi-experimental design. The aim of this study was to identify the effect of using modified collaborative strategic reading on students' reading comprehension at the second grade students of Mts. Miftahul Ulum Tempeh.

If there is some affect to the students reading comprehension by using MCSR (modified collaborative strategic). The reseracher want to know the students intelligence by giving questionnaire. It is to know which one having high interpersonal intelligence and which one having low interpresonal intelligence.

This study used factorial design. According to Ary et al., (2010:311) a factorial design is one in which the researcher manipulates two or more variables synchronously in order to study the independent effect of each variable on the dependent variable , as well as the effects due to interactions among the several variables. We can see on the table below.

Table: Factorial Design

Independent Variable		A Strategies		Total
Interpersonal Intelligence		MCSR A_1	Conventional A_2	
High	B_1	A_1B_1	A_2B_1	
Low	B_2	A_1B_2	A_2B_2	
Total				

Participants

The population of this research was selected from the entire second grade at Mts. Miftahul Ulum Tempeh. There were three classes. Those are class A, B and C. The sample population for this research was two classes from second grade by using shuffle, so the entire sample was 70 students. Moreover, the researcher used nonrandomized sampling. Therefore, there are VIII A and VIII B where the researcher used coin to divide which one being control group and experimental group. The result is VIII B was being experimental group, and VIII A was being control group which both of class had mix levels of reading achievement.

Treatment

The period of the treatment the control and the experimental group received 4x40 minutes of regular English class weekly. Both of them received the same topics on their syllabus.

The control group was taught by using the conventional way using activities on a textbook for the eight grade students. On the other hand, the experimental group took part in the treatment using the modified collaborative strategic reading.

Instrument

There are two instruments used in this research in order to gather the data. Those are reading comprehension test as the main instrument and questionnaire as the supporting instrument.

The Data Analysis

The final process of this research was the data analysis. This process was done in order that it could answer all problems which were stated in this research. Those problems were:

1. Are the students taught using modified collaborative strategic reading has better reading comprehension than those taught using conventional strategy at second grade of Mts. Miftahul Ulum Tempeh?"
2. Is there the difference between high and low interpersonal students on reading comprehension students?
3. Is there the interaction between modified collaborative strategic reading and interpersonal intelligence on reading comprehension students?

For answering those questions, the data gathered from the post-test and from the questionnaire related to students' perception about MCSR were counted. To analyze the post-test for answering those three problems, Independent t-test and Two Way ANOVA or Analysis of Variance were employed because the data consist of two independent variables. Then, in addition, the data gathered from the questionnaire of interpersonal intelligence.

FINDINGS

Table.1 The Result of Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Standardized Residual for score	.095	70	.191	.967	70	.065

a. Lilliefors Significance Correction

Based on the result of the analysis test of normality on the table above, it can be defined the significant value of experimental group and control group of the pre-test is .065. Therefore, the significant of value of pre-test is higher than 0.05, so H_0 from experiment and control group is accepted because the data from experimental and control group is normally distributed. Importantly, the researcher will analyze the hypothesis testing by using two-way ANNOVA in the next sub topic because all the class that used for conducting the research has normally distributed.

Table.2 Result of Homogeneity Test

Levene's Test of Equality of Error Variances^a

Dependent Variable:score siswa

F	df1	df2	Sig.
1.402	1	68	.240

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + group

Levene's Test, it was obtained that the results of reading comprehension test based on the strategy and interpersonal intelligence was >0.05 ; which means that the reading comprehension had fulfilled the requirement of the homogeneity variance.

Table.3 Recapitulation of Interaction on MCSR and Interpersonal Intelligence

Tests of Between-Subjects Effects

Dependent Variable: hasil angket

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1769.889 ^a	3	589.963	62.332	.000
Intercept	35266.658	1	35266.658	3.726E3	.000
Group	62.762	1	62.762	6.631	.012
Interpersonal	1038.431	1	1038.431	109.714	.000
group * interpersonal	75.760	1	75.760	8.004	.006
Error	624.683	66	9.465		
Total	79286.000	70			
Corrected Total	2394.571	69			

a. R Squared = ,739 (Adjusted R Squared = ,727)

The result showed that there is a significant difference between the mean scores of the experimental group using MCSR and the control group's mean score in the post-test. Moreover, the significance value is .739 which is more than significance level (0.05). Also, positive signals of mean difference, lower and upper reveal that students using MCSR tend to get higher scores on reading comprehension than the students in control group.

DISCUSSION

The Effect of Modified Collaborative Strategic Reading (MCSR) on Students' Achievement in Reading Comprehension

In this research was intended to investigate the effect of Modified Collaborative Strategic Reading (MCSR) technique on reading comprehension of students with different interpersonal intelligence levels. Based on the results of the data analysis on the previous chapter which has been derived from the analysis of t-test by which H_0 is rejected, it was found that there is difference main score in the reading comprehension between students who taught by using MCSR and those with conventional teaching technique.

The difference improvement of the post test score of the experimental group was influenced by many reasons. First, the implementation of MCSR helped students to organize their background knowledge and prove it in their reading comprehension. It has made them know the mistakes of their reading

test' works. It has made the students know about 5W + 1H, and also how to answer the questions. By doing those activities, the students were trained to think critically. Second, the students had to predict from the topic and also they should make the summarize of the text by using their own word. As result, MCSR was an effective technique in improving the students' reading comprehension.

On the other hand, the MCSR was affect teach both low and high interpersonal students. This was based on the result of this study that both high and low interpersonal intelligence students increased their scores in reading comprehension. So, it can be an advantage for the teacher to apply MCSR because it can be applied for heterogenous students consisting of high and low interpersonal intelligence of the students.

The Effect of Interpersonal Intelligence on Students Reading Comprehension

The research also want to know the effect of interpersonal intelligence students on their reading comprehension. The researcher investigated whether there was different in achievement between students who have high interpersonal intelligence and low interpersonal intelligence.

In relation to the research findings, it is found that there was a significant difference between the total students who have high and low interpersonal intelligence in experimental group and in the control group. Therefore, the score gained in the experimental group to the rejection of the first null hypothesis that is stated in chapter III. Thus, teaching reading comprehension by applying MCSR was significantly more effective than applying the conventional the teaching strategy.

Based on the research findings, the scores in the post-test of the experimental group and control group were improved, but the experimental group has better score than control group. It can be concluded that there was difference on reading achievement of post-test between low and high interpersonal intelligence.

Related to the data above, the result of post-test showed that there was different on reading achievement between low and high interpersonal intelligence. Interpersonal intelligence has the same interaction with MCSR because in this case, the students did in a group and they will always need another people to discuss and build their knowledge. Amstrong (2003) argued that individuals who have a high level of interpersonal intelligence, they will always be good listeners to their interlocutors and enjoy discussing. This can be understood, the students who have high interpersonal intelligence will be an active participants in learning. They have discussed with their friends and were able to understand what they read especially in a group. They can understand

the text easily because they will not be shy to ask to their friends and their teacher, and they have high motivation to comprehend the text than those who have low interpersonal intelligence.

CONCLUSIONS

This research was conducted to investigate the effect of modified collaborative strategic reading (MCSR) technique on reading comprehension students with high and low interpersonal intelligence.

According to the result the hypothesis testing and data analysis in chapter four, it can be summed up as follows:

The first, there was difference of reading comprehension between students who are taught by MCSR than those by conventional teaching strategy. In other word, the students' reading comprehension was influenced by the use of teaching method.

The second, there was difference of reading comprehension between students who have high interpersonal intelligence and who have low interpersonal intelligence. In fact, students with high interpersonal intelligence is more effective to use MCSR.

The third, there was interaction effect between students who are taught by MCSR and students' interpersonal intelligence on students' reading comprehension. It can be said that there is interaction effect between students who are taught by MCSR and interpersonal intelligence on students' reading comprehension.

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