

COLLABORATIVE STRATEGIC READING (CSR) AND READING COMPREHENSION ACROSS READING MOTIVATION

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Abstract

This research conducted to probe the outcome of CSR on reading comprehension across reading motivation. Moreover, this research aims to investigate the modification concerning the students taught with CSR and the students taught with conventional strategy on reading comprehension. Nonetheless, the variance between the students with intrinsic reading motivation and extrinsic reading motivation on reading comprehension, and the interaction within CSR and students reading motivation on reading comprehension. This research used quasi-experimental research. Furthermore, the sample of this research was two classes of seventh grade students of SMP Negeri 12 Malang. However, the instrument that used in this research was posttest and questionnaire, and examined by SPSS Version 20. The result revealed that the students taught by using CSR have higher score than the conventional strategy. CSR was effective students' reading comprehension. The outcomes point out that students' reading motivation does not affect to CSR on reading comprehension. In contrast, it has no interaction between CSR and the reading motivation.

Keywords: CSR, Reading Comprehension, Reading Motivation

INTRODUCTION

Reading comprehension defined the progression of concurrently removing and erecting meaning through interface and contribution through the transcribed dialectal (Snow, 2002: 11). However, the ESL students face many difficulties in reading comprehension as a reason that readers have only facing much short-term cognitive, or thinking, little capacity for a task (Klingner, Vaughn, & Boardman, 2007: 5). Therefore, the positive aspects of reading is to get new knowledge, get information, and feel relax when reading magazine, novel, articles, etc. (Grabe, 2009: 10).

Collaborative strategic reading (CSR) involved to a teaching technique to improve reading comprehension. CSR can improve students' reading skill

related to the meaning a range of learning types, as well as the students with knowledge incapacities, low achievements, and also EFL learners (Vaughn & Klingner, 1999) and should supported with classroom management (Klingner & Vaughn, 2000).

However, the Indonesian students acquire English as a foreign language is also facing difficulties in reading English texts. Indonesian students' concerning the reading perceptions are based on the cultural value from their home language or mother tongue (Masduqi, 2014). They face difficulties in learning English related to syntactic analysis, semantic analysis, long sentences (Jayanti, 2016) and mastering of vocabulary and sentence structure (Zuhra, 2015). The obtainable reading comprehension difficulties occur from the composed of cultural-based matters, English teaching and learning concern, and social-contextual hitches (Suryanto, 2017). Therefore, the problems are not only come from the students but also concerning the learning process in Indonesian educational.

Some research also carried out the influence of CSR on reading comprehension. Zagoto (2016) yield CSR was very helpful for students in determining the main idea and draw conclusion from a text that was read. Moreover, by applying CSR can enriches the EFL students' vocabularies (Kabir & Kiasi, 2018), and decreases the students' reading problems (Karabuga & Kaya, 2013), provides the students to work in groups (Demachkie & Oweini, 2011). However, CSR is not effective on students' reading comprehension caused the cultural belief (Nostratinia & Mohammadi, 2017), and caused by the students' grade that has limited the type of reading text (Sari & Tamah, 2015).

Based on the previous studies, some result of those studies argued and stated that CSR significantly effective on students' reading comprehension and decreased students' anxiety toward learning English. Moreover, some studies state the ineffective CSR on students' reading comprehension caused some reasons. Nonetheless, there is research that conducted CSR on reading anxiety. However, this study investigates how CSR will facilitate the reading motivation of EFL learners in reading comprehension. Therefore, it should be conducted that the previous studies do not conduct CSR related to students' reading motivation.

METHOD

This research attempted to consider the influence of CSR and reading motivation across reading comprehension. In line with the purpose of this research, the researcher applied experimental research. According to Fraenkel, Wallen, & Hyun (2012: 265), experimental research conducted to establish

cause-and-effect relationships among variables. Ary, Jacobs, Sorensen & Razavieh (2010: 265), an experiment which the researcher employs independent variables, controls any other related variables, and detects the influence of the manipulations on the dependent variable(s).

However, this research is freely decided which one belongs to control and experimental group without considering the students' achievement so it uses quasi experimental design. As Charles (1995:247) cited by Latief (2016: 96), the researcher can only assign randomly treatments to two different classes. Furthermore, the instruments were reading comprehension test and questionnaire. However, this research used Independent t-test and Two Way ANOVA in calculating the data.

Moreover, the population in this research was all the seventh grade students of junior high schools. However, the researcher chose SMPN 12 Malang as the accessible population of this research because this school could be reachable from the researcher lives. It was not only the location of the school but also the quality of the school and the students. This school fulfilled the 8 standards of national education therefore this school had the quality of nation's intellectual life and form of character, and it is accredited A. Moreover, the achievement of students' foreign language skills was also excellent.

RESULTS

The result of this research was obtained to know the dissimilarity amongst the mean score of the experimental group and the control group. It involved the mean score, standard deviation, and number of students.

Table 1 presented the mean, and standard deviation for each group (the Experimental and the control group). The mean score of the experimental group with intrinsic reading motivation was 83.27 and the mean score of the experimental group with extrinsic reading motivation was 80.29. It meant that intrinsic reading motivation in the experimental group was greater than extrinsic reading motivation in the experimental group. However, the mean score of the control group with intrinsic reading motivation was 74.50 and the mean score of the control group with extrinsic reading motivation was 75.00. It meant that intrinsic reading motivation was lower than the extrinsic reading motivation in the control group.

Nonetheless, the standard deviation score of the experimental group with intrinsic reading motivation was 4.608 and the experimental group with extrinsic reading motivation was 5.068. It meant that the extrinsic reading motivation of the experimental group was higher than the extrinsic reading motivation of the experimental group. However, the standard deviation score of the control group with intrinsic reading motivation was 5.244 and the control

group with extrinsic reading motivation was 5.000. It meant that the control group with intrinsic reading motivation was higher than the control group with extrinsic reading motivation.

Table 1 The Result of Descriptive Statistics

Students' Reading Motivation	Teaching Strategy	Mean	Std. Deviation	n
Intrinsic Reading Motivation	Experimental Group	83.27	4.608	13
	Control Group	74.50	5.244	10
	Total	79.46	6.526	23
Extrinsic Reading Motivation	Experimental Group	80.29	5.068	17
	Control Group	75.00	5.000	20
	Total	77.43	5.636	37
Total	Experimental Group	81.58	5.021	30
	Control Group	74.83	4.997	30
	Total	78.21	6.021	60

The formulation of the hypothesis as: the variance on reading score amongst the students taught using CSR and the students taught using conventional strategy; the difference between students reading comprehension with intrinsic reading motivation and extrinsic reading motivation, and the interaction between CSR, conventional strategy and students reading motivation toward reading comprehension.

The table 2 showed that p-value was $.000 < .05$. It meant that p-value was lesser than .05. Therefore, there is dissimilarity amongst students taught using CSR and the students taught using conventional strategy. It meant that it was accepted H_a and rejected H_0 .

Table 2 The Result of Independent Variable of Posttest for both

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Reading_Score	Equal variances assumed	.000	.996	5.219	58	.000
	Equal variances not assumed			5.219	57.999	.000

The table 3 showed that p-value was .921 > .05. It meant that p-value was greater than .05. Therefore, the students with intrinsic reading motivation have no difference with the students with extrinsic reading motivation. It meant that it was accepted H_0 and rejected H_a .

Table 3 The Calculation of Independent Variable of Posttest

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Reading_Score	Equal variances assumed	.275	.602	-.099	58	.921
	Equal variances not assumed			-.099	56.949	.921

Table 4 The Result of Data Analysis among the Variables by Using Two Way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Reading_Score					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	750.309 ^a	3	250.103	10.088	.000
Intercept	342991.510	1	342991.510	13834.914	.000
Reading_Motivation	21.439	1	21.439	.865	.356
Teaching_Strategy	692.144	1	692.144	27.918	.000
Teaching_Strategy* Reading_Motivation	42.263	1	42.263	1.705	.197
Error	1388.337	56	24.792		
Total	369131.250	60			
Corrected Total	2138.646	59			

The table showed the p-value was .197. It meant that p-value was greater than .05. In summary, it revealed that the students with CSR and conventional

strategy are the same with the students with intrinsic reading motivation and extrinsic reading motivation.

Based on the finding of this research, it settled that CSR takes a constructive result to the students reading comprehension. It shows that the students with CSR have better reading score rather than the students with conventional strategy. However, this research makes the teachers keep practicing and applying those theories. Using CSR in learning process, it is an excellent way in helping teacher to train the learners reading comprehension.

Related to the learners reading motivation, this one is not affected to CSR. It means that the efficacy of CSR is not causing the reading motivation. Furthermore, the relation between the two independent variables showed that the interface is not interrelated between CSR and reading motivation. Moreover, the theoretical consequence lies to the fact that the findings of this study show an important role in facilitating knowledge among the students. The significant role effects to the students' cognitive factors that relates to the working memory (Baars & Gage, 2010: 8). Moreover, it involves the memorizing and attention to the lesson during implementation of CSR. However, it also concerns to social function where the students work in a team. Furthermore, relating to reading comprehension, it is regarding to the inferential and literal comprehension. It requires increasing the understanding of the main ideas, topic, detailed and specific information, inferences and vocab skill. The improvement expects causing the applying of CSR in learning process.

Nonetheless, the practical implication is concerning to CSR as learning strategy. It expects that CSR can be a substitute strategy in English learning process in the class, particularly on reading understanding. Moreover, the implementation of CSR can develop students' ability. Furthermore, the students' interest toward learning increases by using CSR. On the other hand, CSR expects in having a relation to another factor in the future research.

Furthermore, some limited outcomes occur on this research when applying the teaching technique. First, it is regarding to the questionnaire responses. Some students cheat to others to fulfill the statement of the questionnaire. However, the researcher observes and accompanies the students in answering the questionnaire. Second, there are some students who is absent during treatments. It will effect to the quality of treatments and students participation in the class.

DISCUSSION

This research found that CSR takes an influence on students' reading comprehension. It shows CSR has higher score than the conventional strategy. However, the students reading motivation particularly intrinsic reading motivation and extrinsic reading motivation do not affect to CSR on reading motivation. Furthermore, the impact of the CSR is not causing by reading motivation. Moreover, it has no interaction between CSR and the students' reading motivation.

CONCLUSION

This research provided evidence that CSR is effective on the students reading conception of junior high school. In contrast, students reading motivation is not facilitated CSR. In addition, the intrinsic reading motivation and extrinsic reading motivation has not affected to the students learning in the class. Nonetheless, the researcher limited outcomes the study concerning the fulfillments of responses questionnaire and the absence of the responses during treatments. However, the researcher does some activities in minimizing the problems. The researcher observed the students on the fulfilling the questionnaire. In contrast, this research is not found the interaction among CSR, conventional strategy, and students' reading motivation. Moreover, this research is predictable to make reflection by the researcher to do the research in the same field. The teachers also can be modified an enjoyable methods with other materials (using digital application or mass media) in teaching and learning process, mainly learning reading comprehension. However, the future researcher can investigate the efficiency of CSR in high level learners. The future researchers are expected to find reading motivation facilitates CSR and the interaction among CSR, conventional strategy and students reading motivation.

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