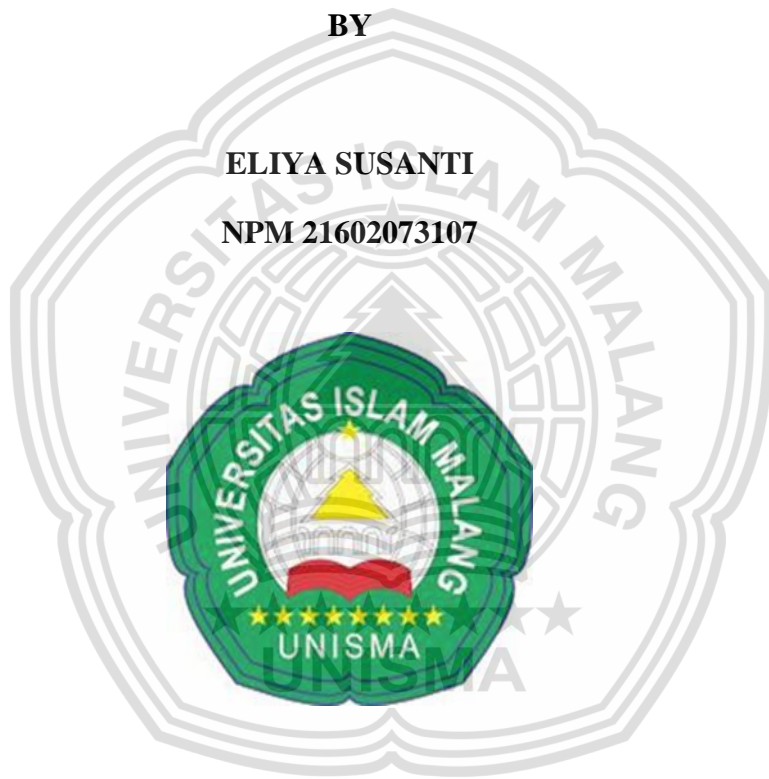**THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON READING COMPREHENSION SKILL OF STUDENTS ACROSS DIFFERENT LEARNING STYLES**

THESIS

BY

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THE EFFECT OF COLLABORATIVE STRATEGIC READING (CSR) ON READING COMPREHENSION SKILL OF STUDENTS ACROSS DIFFERENT LEARNING STYLES

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ABSTRACT

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Keyword: Effect, Reading comprehension, Collaborative Strategic Reading (CSR)

Reading is one of the basic English skills which should be mastered by the students. Without comprehension, reading is nothing more than tracking symbols on a page with the eyes and sounding them out. People read for many reasons but understanding is always an important part of their purpose. Since conventional teaching strategy does not seem promising in helping the student to develop their ability in using reading strategies, the pedagogical implication requires teachers to implement an appropriate teaching strategy which facilitates student with reading strategy instruction. One of the suitable teaching strategies for such a purpose was Collaborative Strategic Reading (CSR).

This research was to measure the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension skill. There were two variables in this research; the independent variable was Collaborative Strategic Reading (CSR) strategy, the moderating variable was students' different learning styles, namely active and reflective learning styles, and the dependent variable was students' reading comprehension skill.

This research was a quantitative research, and researcher used a quasi-experimental research design. The subjects of this research were the eighth grade students of SMP PGRI 01 BATU that consisted of five classes. The researcher took two classes as the samples that consisted of 60 students. The research instruments used were the reading comprehension test and a questionnaire to identify students' learning styles. The research took place for three weeks, from 02nd March-19th March 2020. The obtained data from the test were analyzed using a one-way ANOVA.

The result showed that there was a significant difference in the reading comprehension skill between students taught using CSR and those taught using the conventional teaching strategy. The students taught using CSR had better

reading comprehension skill progress than those taught using the conventional teaching strategy. Result of the One-Way ANOVA showed in a p-value of .001. The p-value was lower than .05 level of significant (p-value < sig.05), which indicated that the p-value of .001 was statistically significant. The second conclusion is that there was no significant difference between students with an active learning style and those with reflective learning style in reading comprehension. Students with active learning styles and those with reflective learning styles got benefits from the teaching strategies in different ways.

From the data above, it can be concluded that the implementation of CSR at SMP PGRI 01 BATU could improve students' reading comprehension skill. Therefore, the researcher suggested the English teachers use CSR in teaching reading comprehension in the EFL context. For the future researcher, it is highly suggested to use the result of this research as an alternative reference to conduct further research.
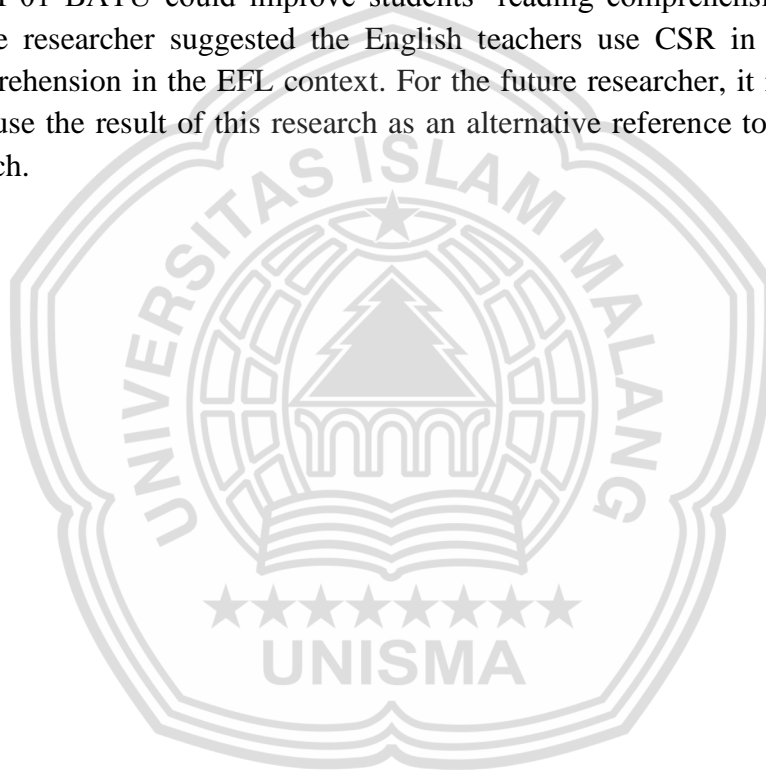
CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, research problems, objectives of the research, hypothesis of the research, the limitation of the research, significance of the research and definition of key terms

1.1 Background of the Study

In education, reading skill, as a receptive skill, makes students understand very well all the material taught. Therefore, this skill should receive great attention to Indonesian study areas. Reading is also one of the four language skills that plays an important role in the teaching-learning process. This skill is important because it is also used for teaching listening, speaking, and writing. Reading skills is one of a very powerful tool to obtain a wide range of specific information, including science and technology. Therefore, reading is a basic need for advanced societies. Similarly, in education, the role of reading is very influential in students" achievement. It can be proven that the higher students" understanding, it is because of the higher the knowledge the students had. Thus, when the students are interested in reading skills, it should be developed as early as possible so that the students can understand the role and function of reading. Both means of communication and as a learning tool for developing and expanding the horizons of knowledge skills. It can be said that the students who have literacy levels higher will more easily acquire science and technology are continued in the print media or the written media. Based on this case, the

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government has made effort to cultivate the habit of reading among students and the community outside, for example by setting up school libraries and public libraries, held an exhibition of books and seminars that aim to stimulate students interested in reading and community at large.

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily, or independently. Reading comprehension strategies must be taught over an extended period by teachers who have knowledge and experience using them. Reading comprehension strategies must be refined, practiced, and reinforced continually, through life. Even high school teachers need to continue helping their students develop reading comprehension strategies. As their reading materials become more diverse and challenging, students need to learn new tools for comprehending these texts. Content areas such as textbooks and newspapers, magazines, and also journal articles or by accessing the internet pose different reading comprehension strategies. The development of reading comprehension is a lifelong process that changes base on the depth and breadth of texts the person is reading. Reading comprehension in the target language especially English is more complicated than in the Indonesian language (Sunggingwati and Nguyen, 2013:81). For instance, students who learn English as a foreign language context will find it difficult to understand the passage, because it differs from their mother tongue. Thus, they try to translate the passage to make it easier for them to understand the passage. So they try to figure out what the flow is. If they interpret the passage wrongly they may misinterpret the passage.

Reading is one of the Basic English skills which should be mastered by the students. It is a process of transferring information from the writer to the reader. It is an important skill in our daily life because without reading we can miss the opportunity to have a lot of information; moreover, it gives many advantages for us. Without comprehension, reading is nothing more than tracking symbols on a page with the eyes and sounding them out. People read for many reasons but understanding is always an important part of their purpose. Reading comprehension is important because without it reading does not provide the reader with any information.

To aid and improve reading comprehension demanded by the aforementioned challenges, the need for reading strategy instruction should be pointed up. This emphasis is derived from the notion of reading which is stated as an active, complex and strategic process using a variety of skills and knowledge to construct the intended meaning from text through information processing particularly in the academic setting and for academic purposes (Oakhill, Cain,& elbro,2015:1; Kirmizi,2011:290; Grabe,2009:15; Klingner, Vaughn,& Boardman,2007:8). Based on this reading concept, the essence of reading instruction is actually to teach student reading strategies using reading tasks where the reading strategies are reflected in and to allow students to practice the strategies to achieve a reading objective. These ways will promote effective reading for students (Nation, 2009:7) and help them to become what Grabe (2009:220) calls as strategic readers, namely those who can apply effective and

appropriate strategies while processing information in text gain comprehension and even the higher level of comprehension. Therefore, reading strategy instruction is considered necessary to support student's quality of reading comprehension to cope with the literacy challenges.

The demand of the literacy challenges also applies to Indonesian students. Since English is stated to play an important role in the global interaction (Elucidation on Government Regulation of the Republic of Indonesian Number 32 the Year 2013 Article 77K Verse 2c), the students should prepare themselves to face the literacy challenges related to EFL reading. In the Indonesia context, the teaching of reading has been inserted in the English curriculum with the integration of the teaching of other skills (listening, speaking, and writing) from secondary to tertiary level. According to the English curriculum for the secondary level (Kemendikbud, 2013a; Kemendikbud,2013b; Kemendiknas,2006), the teaching of reading is directed to enable students to read effectively to achieve reading comprehension. Regarding the demand of the literacy challenges, the teaching of reading in Indonesia is also supposed to provide students with reading strategy instruction and help them become strategic readers as what Cahyono and Widiati (2011:67) suggest for the development of EFL reading instruction in this country.

Since conventional teaching strategy does not seem promising in helping the student to develop their ability in using reading strategies, the pedagogical implication requires teachers to implement an appropriate teaching strategy which facilitates student with reading strategy instruction. One suitable teaching strategy

for such a purpose is Collaborative Strategic Reading (CSR)). In collaborative strategic reading, students of mixed achievement levels apply comprehension while reading content area text in small groups of five students each (Klingner and Vaughn,1996). According to Klingner and Vaughn, as quoted by Clapper and M.C. Kinney (2002:2), Collaborative Strategic Reading (CSR) is reading comprehension practice that teach students to use comprehension strategies while working cooperatively (Johnson and Johnson, 1987). Collaborative Strategic Reading was developed and designed to facilitate reading comprehension for students with learning, reading, and behavior problems included in general education classrooms (Vaughn, Klingner, and Bryant, 2001 in Karabuga and Kaya, 2013). Investigated the effects of CSR on reading comprehension and reading problems of prep-class undergraduate students in the Turkish context. The finding showed that there was a significant difference in reading comprehension between the experimental and the control groups and that CSR also helped the student to overcome vocabulary related problems and affective factors. Kassem (2013) examined the relative effect of CSR and ISR (individual Strategic Reading) on reading comprehension and reading self-efficacy of EFL learners majoring in English in the Egyptian College of Education. Based on his research finding, CSR and ISR groups scored higher than the control group while no significant difference was found in reading achievement between CSR and ISR groups. Also, Klingner and Vaughn (1996) stated that the goals of collaborative strategic reading (CSR) are improve reading comprehension skills for students with learning disabilities and students are at risk for learning difficulties and

increase conceptual learning in ways that maximize the students" involvement. Another study by Fan(2009) focused on student's collaborative behaviors while applying CSR in reading tasks and demonstrated that the behaviors indicated joint effort for meaning construction, elaboration for clarification, assistance when encountering content and linguistic problems, prompt for task engagement and corrective feedback. Fan (2009) also discovered that collaborative scaffolding in CSR helped the student to demonstrate active reading through the learning process. Finding a similar pattern of collaborative behaviors, Klingner and Vaughn's (2000) study revealed that the students had a high level of task engagement in group work and assisted each other. These two studies confirm that collaboration and communication in CSR lead to task engagement and active reading for comprehension.

Investigation on CSR has also been conducted in the Indonesian setting. Paramita, Tantara, and Artini (2013), Novita (2012), and Annisa (2010) investigated the effect of CSR on tertiary level students reading comprehension. They revealed that the students in the experimental group scored higher than their peers in the control group. Rosalina (2014) also confirmed the positive influence of CSR on the Senior High School student's reading comprehension. These studies are all in favor of the effect of CSR on student's reading comprehension in the Indonesia EFL context.

The procedure of CSR starts from explicit instruction about four reading strategies and modeling the usage of each strategy by teachers. Students are then assigned to work in groups to practice the strategies in reading activity and this

practice is scaffold by teachers. the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role-playing, and teacher read aloud after the students have developed proficiency applying the strategy through teacher-facilitated activities, the teacher ask them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategy (Klingner and Vaughn,1998).

Related to Collaborative Strategic Reading, Klingner and Vaughn (1999) added that the following four reading comprehension strategies are taught through collaborative strategic reading, previewing and predicting (previewing), monitoring for understanding (Click and clunk), main idea (get the gist), and self-questioning and passage understanding (wrap-up). The goals of collaborative strategic reading are to improve reading comprehension and increase conceptual learning ways that maximize student involvement (Klingner and Vaugn, 1998). The previewing phase is used only before reading the entire text for that lesson. It means that the students preview the entire passage before they read each section. The goals of previewing are three: for students to learn as much about the passage as they can in a brief period (2-3 minutes), to activate their background knowledge about the topic, and to help them make predictions about what they will learn, (Klingner and Vaughn, 1998: 32). Pressley (2006:79) adds that learner's background knowledge is one of the most important factors to affect reading comprehension.

Meanwhile, in the "click and clunk" phase, the students do that while reading each section to monitor their reading comprehension and to identify when

they have breakdowns in understanding (Klingner and Vaughn, 1998:33). Click refers to portions of the text that make sense to the reader, when a student comes to a word, concept, or idea that does not make a sense, is called clunk (comprehension of break down) (Klingner and Vaughn, 1998:33). "In get the gist" phase, usually the student identifies the most important idea in a section of text (usually paragraph), it aims to teach the students to restate in their own words the most important point as a way of making sure they have understood what they have read. This strategy can upgrade student's" understanding and memory of what they have learned (Klingner and Vaughn, 1998:34).

Finally, in the wrap-up phase, the students are asked to formulate questions and answer about what they have learned and review key ideas. The objectives of wrap-up to improve the student's" knowledge, understanding, and memory of what was read. The best way to teach wrap-up is by telling students to use question starters: what, who, when, why, and how (Klingner and Vaughn, 1998:35). It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students understood what they had read (Abidin and Riswanto, 2012:195). The other students should try to look for the answer to the questions. If the questions cannot be answered, it might mean it is not a good question and needs to be confirmed (Abidin and Riswanto, 2012:195). For review, the students write down the most important ideas they learned from the day's reading assignment in their CSR learning logs.

In collaborative strategic reading, learning is scaffold by both the teacher and students. In constructivist classroom learning is collaborative which means

constructivist classroom relies on collaborative that among students because students learn about learning not only from themselves but also from their peers. Every learner has a different way of learning. So, by having worked in a group which consists of heterogeneous achievement levels, the students can pick up strategies and method from one another when they review and reflect on their learning process together. Not only that, but the students can also comprehend what they learn from one another.

By referring to the reviewed reading concept and CSR components, two types of learning styles in Honey and Mumford's model (1992) which is categorized in the layer of information processing according to Curry's Onion Model (Cassidy,2004: 422) were selected, namely learning style of activist and reflector. Honey and Munford model of learning styles was chosen since it was listed by Coffield, Mosely, Hall, and Ecclestone (2004) as one of the thirteen most influential models and instruments of learning style based on their project.

The similar concept of those two types of learning styles can also be found in Felder and Soloman's model (2011) in slightly different terms, namely active and reflective learning styles. To gain a better understanding of the two learning styles, besides, the terms activist-reflector and the terms, active and reflective learning styles were used interchangeably in this study based on their syntactically appropriate usage.

By these considerations, the researcher looks at SPM PGRI Batu properly to be studied. Therefore the researcher is interested in researching SMP PGRI

Batu under the title "The Effect of Collaborative Strategic Reading (CSR) on Reading Comprehension Skill of Students across Different Learning Styles".

1.2 Statement of the Problem

The problem of this research focused to explore the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension skill as viewed from students' different learning styles. Therefore, the research problems to be answered in this study are formulated as follows:

- Do students taught through CSR have better reading comprehension skill than those taught using conventional teaching strategy?
- Is there any interaction between teaching strategy and the students' learning styles (active and reflective)?

1.3 Objective of the Study

This study aimed to explore whether:

- Students taught through CSR have better reading comprehension skill than those taught using conventional teaching strategy.
- There is an interaction between teaching strategy and the students' learning styles (active and reflective).

1.4 Research Hypothesis

The alternative hypothesis (Ha): There is a significantly different score of the students' reading comprehension before and after being students taught using

CSR to achieve significantly higher scores than those taught using conventional strategy.

1.5 Significance of the Study

It was expected that the findings of the current study provide significant contributions both theoretically and practically. Theoretically, this study was intended to give an empirical contribution and add to the body of knowledge on the effect of CSR in the teaching of reading especially for secondary school students. The findings of this study were expected to verify the theory on the strength of CSR in teaching reading comprehension in EFL setting for secondary school students especially concerning the students' learning styles (active and reflective) in doing reading activities. This study was also aimed at verifying whether or not active and reflective learning styles as individual differences can affect student's reading comprehension in the EFL context.

The findings are also expected to give a practical contribution to English teachers, especially those who teach in secondary schools. English teachers can implement CSR to teach reading as one of the teaching strategy alternatives. Moreover, the findings are expected to be a useful reference for any upcoming research conducts on reading comprehension and learning styles on the same or different level of study and different kinds of strategy

1.6 Scope and Limitation of the Study

Scope is largest covered than limitation because it limits on a place that a research takes place.   The scope of this study is Collaborative Strategic Reading

(CSR). In this case, the researcher limits this study on Reading Comprehension of descriptive text and recount text. Especially at the eighth grade of SMP PGRI Batu.

1.7 Definition of key terms

The researcher considered that it helps the readers to have the following key terms defined before reading these discussions further. The definition of key terms constructed as follow:

The effect refers to the extent of how the use of CSR could successfully improve the students' reading comprehension skill as indicated by the statistical computation and analysis of students' scores in reading comprehension tests.

Reading comprehension skill refers to the ability to get meaning and understand the ideas from text indicated by student's scores as the result of reading comprehension tests Reading ability in this study was the ability of students of SMP PGRI in comprehending the text of descriptive text, and recount text in terms of the following subskills: finding the topic of the text, the main idea of paragraphs, stated specific and implicit information.

CHAPTER VI

CONCLUSSION AND SUGGESTION

This chapter provides several conclusions and suggestions drawn from the findings of the research. The conclusion is stated based on the effect of CSR compared to the conventional teaching strategy across different learning styles. The suggestion is addressed to the English teacher and future researcher.

6.1 CONCLUSION

This present research was to investigate the effect of CSR compared to the conventional teaching strategy on students' reading comprehension skill, as also observed from active and reflective learning styles. Several conclusions are drawn based on the findings.

The first conclusion is that there was a significant difference in the reading comprehension skill between students taught using CSR and those taught using the conventional teaching strategy. The students taught using CSR had better reading comprehension skill progress than those taught using the conventional teaching strategy. The treatment fidelity or the quality of the CSR instruction was believed as a contributive factor to the positive effect of CSR on students' reading comprehension skill.

The second conclusion is that there was no significant difference between students with an active learning style and those with reflective learning style in

reading comprehension. Students with active learning styles and those with reflective learning styles got benefits from the teaching strategies in different ways. The learning experience of active students was enhanced by brainstorming, group work, discussion and the use of cue card, while the learning experience of reflective students was enhanced by reading, explicit instruction and modeling in CSR, the use of learning log, and the procedural strategies

The subsequent conclusion misses that there was no interaction between teaching strategy and learning styles toward students reading comprehension. Despite the absent interaction of the factor combination. However, this implication should be further empirically verified. Besides, based on the percent contribution from each factor, the teaching strategy was proven to devote most contribution compared to the factor of learning style and the two-factor interaction toward students reading comprehension. Thus, this evidence supports the significant different effect between CSR and the conventional teaching strategy on student's reading comprehension.

CSR is regarded not only effective to foster reading comprehension based on the statistical analysis but also based on student's perception. CSR helps students to feel motivated in reading English texts, gives them the good practice of reading strategies, provides them with a learning log as the study guide and the record of learning helps them to comprehend English text more easily, and promotes Active engagement as well as collaboration. Overall, this research has demonstrated that CSR is a promising alternative strategy in teaching reading comprehension.

6.2 SUGGESTION

This research finally gives a contribution to the theory of CSR and confirms the effect of CSR on student's reading comprehension. Following the theoretical contribution, this research also addresses the practical contribution. Due to the merits and positive effects of CSR, English teachers can implement CSR as an alternative strategy in teaching reading.

Several suggestions are addressed to an English teacher as regards the implementation of CSR. It has been noted that CSR is a relatively complex multicomponent teaching strategy, so it is suggested that English teachers have adequate knowledge and understanding of the procedure of CSR, the application of the four specific strategies of CSR as well as the use of cue card and learning log. More specifically, the cue card should be made in such a way they provide clear information about the student's roles. English teacher should also group their students based on the combination of low achievers and high achievers, so the students could get assistance from their peers, particularly those lower achiever. English teachers can also identify their student's learning styles beforehand and group them based on a balanced combination of the learning styles to achieve more effective functioning of group work and to allow the students with different learning styles to learn from each other. Finally, it is suggested that English teachers devote the explicate instruction more for modeling fix-up strategies as part of click and clunk strategy and wrap-up strategy since the finding from teacher's interview indicated that these strategies need ample practice.

Following the suggestion for English teacher, some suggestion is addressed to the future researcher. It is suggested that future researchers conduct similar experimental research with an extended period of treatment. The longer period of treatment is necessary so that the effect of CSR strategy can be further verified across student's learning styles. The longer period of treatment is also assumed important when the students as the research samples are low proficient ones and this will allow future researchers to have adequate time to familiarize the students with click and clunk and wrap-up strategies. Concerning the treatment, it is recommended that treatment fidelity is insured before the actual treatment is conducted. Future researchers can ensure the treatment fidelity by giving careful training of teacher or individual who is asked to implement CSR treatment and then doing observation on the practice part of the training to evaluate the confluence between teacher behavior and the treatment specification.

The next suggestion is related to the issue of generalizability. The sample size should be highly concerned so that the finding of future research can provide high generality to the broader population. Future researchers are also suggested to conduct a similar study by involving content-area reading, other types of text, as well as different learning styles. Moreover, the future researcher can use pretest in addition to posttest for several purposes, namely to make sure the equivalence of the sample group, to include covariate in the statistical analysis, to know the student's improvement after the treatment and to compare the different improvement between the experimental and the control group. It is noteworthy

that if the pretest is used equivalent forms of the pre-and posttest more recommended instead of some forms both the pre-and posttest.

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