

The Effect of Collaborative Strategic Reading (CSR) on Reading Comprehension of the Second Semester Nursing Students of Kadiri University Academic Year 2023–2024

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ABSTRACT

Reading is a skill to understand the meaning of the content of text by interpreting it appropriately. In understanding the meaning in the text, one of strategies that can be used in teaching reading is Collaborative Strategic Reading (CSR). In this strategy, students study in groups and each group member has different role so that the students are active in reading activity and they will study to cooperate to help one another in understanding texts. This research answers the question: is there any significant difference the reading comprehension of the second semester nursing students before and after being taught by using Collaborative Strategic Reading (CSR)?

This research used quantitative approach and experimental method with one-group pre- test and post-test. The sample of the research was the second semester nursing class consisting of 20 students. In collecting the data, the researcher held twice meetings which involved pre-test, twice treatments and post-test with narrative material. Then the data was analyzed using SPSS version 21 by t-test. The researcher used t-test because the researcher wanted to know about the significant difference from pretest and posttest.

The result of post-test showed that the students' reading comprehension increased after being taught Collaborative Strategic Reading. It was proven by the mean score post-test (65.75) which was higher than mean score pre-test (49.85). Furthermore T-score (23,115) > T-table 5% (2,093). It means that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be concluded that there is significant effect on reading comprehension before and after being taught by using Collaborative Strategic Reading (CSR) to the Second Semester Nursing Students of Kadiri University.

Keywords: *Collaborative Strategic Reading (CSR), Reading Comprehension, teaching reading*

I. INTRODUCTION

Reading is understanding information in written or indirectly. This statement is supported by (Stoller, 2011) "Reading is the ability to draw meaning from the printed page and interpret

this information appropriately”. It means that reading is a skill to understand the meaning of the content of text by interpreting it appropriately.

(Grabe, 2009) adds, “Reading is centrally a comprehending process”. It means that reading is a comprehending process what the writer intends to convey in writing. According to (Linse, 2005), “Reading comprehension refers to reading for meaning, understanding, and entertainment”. It means that reading comprehension is understanding process the meaning of text to get information and for pleasure. Based on the explanation above, it can be concluded that reading is comprehending process to get information from text by interpreting it appropriately so that the readers know the purpose of writer.

But in understanding the information in the text, the researcher met a problem when she taught English. The problem was about students’ reading comprehension. The students had difficulties in understanding a text of English because they lacked of mastering vocabularies so that it made them lazy to read. When the students had to answer some questions, they would cheat their friends’ answer, unfortunately the answers were not totally correct either.(Nunan, 2005)

Therefore teaching reading has to give students’ experience in order that the students are able to understand the information contained in the reading. The aim of studying reading in the Second Semester Nursing Students of Kadir University is students are able to, “*Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana*”.

It means in comprehending the meaning of narrative text, students must be able to explain the explicit information, explain the implicit information, explain the meaning of the word, explain the meaning of the word reference, explain the main idea, conclude the moral value, identify the purpose of the text, and identify the generic structure of text. To achieve that, a teacher needs to give learning experience. (Johnson, 2008). In this case, one of strategies that can be used in teaching reading based on the standard of process is Collaborative Strategic Reading (CSR).(Nurhayati, 2018). In this strategy, students will be divided into some groups. Each group consists of four students and each group member has different role. The role involves leader, clunk expert, gist expert and question expert. The leader has a duty to lead the group in the implementation of CSR and makes sure each group participate in discussion. The clunk expert directs the group about the steps to find the meaning of difficult word. The gist expert directs the group about the steps to identify main idea. The last is question expert. This student directs the group to generate and share questions about important information from the text. Thus, students will be active in reading activity and they will study to cooperate to help one another in understanding text. (Harmer,

2001). Therefore, Collaborative Strategic Reading (CSR) is effective strategy to be applied in learning process. This statement is supported by (Vaughn, 2011)(Vaughn, 2011) state: Collaborative Strategic Reading (CSR) consist of previewing and predicting (Preview), monitoring for understanding and vocabulary knowledge (Click and Clunk), main idea (Get the Gist), and self-questioning and passage understanding (Wrap-Up). These reading comprehension strategies have been demonstrated to be effective in enhancing students' understanding of text, as well as in improving skills at reading for meaning for a range of learning types, including students with learning disabilities, low achievers, and students who are not native English language speakers.

In addition, Klingner and Vaughn (1998) in (Nurhayati, 2018) state, "Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively". Based on the statement above, it means Collaborative Strategic

Reading (CSR) is a good strategy in teaching students' reading comprehension. It can increase students' vocabulary and help them learn how to work together cooperatively.

Moreover, Rosalina (2014), Nurhayati (2015), and (Lustyantie, 2017) found out that Collaborative Strategic Reading (CSR) has effect to make students active in reading activity so that it is effective in teaching reading.

II. REVIEW OF RELATED LITERATURE

Reading is understanding information in written text or indirectly. This statement is supported by (Stoller, 2011) "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that reading is skill to understand the meaning of the content of text by interpreting it appropriately.

(Grabe, 2009) adds, "Reading is centrally a comprehending process". It means that reading is a comprehending process what the writer intends to convey in writing. According to (Lems, Kristin, Miller, D. Leah and Soro, 2008)), "Reading comprehension refers to reading for meaning, understanding, and entertainment". It means that reading comprehension is understanding process the meaning of text to get information and for pleasure. Based on the explanation above, it can be concluded that reading is comprehending process to get information from text by interpreting it appropriately so that know the purpose of writer.

2.1 Types of Reading

In understanding a text, students must know several types of reading with different techniques and they should master which technique is most suited, depending on the reading task required by the text or by their teacher. According to (Patel, M F. Dr. and Jain, 2008)), types of reading consist of intensive reading, extensive reading, aloud reading and silent reading. It will be explained as follow:

a. Intensive Reading

Intensive reading is one of some types of reading comprehension. This reading type is used to find specific information in a text. Intensive reading is usually concerned with shorter texts. According to (Patel, M F. Dr. and Jain, 2008), “Intensive reading is related to further progress in language learning under the teacher's guidance.” It means that intensive reading is an activity to teach reading comprehension to students in which they have to focus intensively on reading under the teacher’s guidance.

(Patel, M F. Dr. and Jain, 2008) adds, “Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.” It means that intensive reading will make students understand more the content of the text effectively by paying attention its grammar structure and improve the students’ vocabulary and idioms.

b. Extensive Reading

Extensive reading is reading with large quantity of text in short time to get the content of text where reading confidence and reading fluency are the most important. According to (Brown, 2000) Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc.). Most extensive reading is performed outside of class time. Pleasure reading is often extensive.

c. Aloud Reading

Reading aloud is reading a text with clear intonation and pronunciation. The purpose of aloud reading is able to pronounce words, phrase and sentences correctly. According to (Patel, M F. Dr. and Jain, 2008)

Reading aloud also plays important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level. It

means that reading aloud gives great influence in teaching of English so that it should be given at primary level to train words pronunciation on students in order to they don't have difficult at secondary level.

d. Silent Reading

Silent reading is reading a text without voice that intends to train students concentrate in comprehending the text. In this reading activity, students do not need read one word at a time and without using correct words pronunciation. They only want to get information from the text. This statement is supported by (Patel, M F. Dr. and Jain, 2008) "Silent reading is done to acquire a lot of information." It means that silent reading is reading a text to get as much as possible information with good comprehension. Patel and Jain (2008: 123) add, "Teacher has to make them read silently as and when they are able to read without any difficulties." It means in this reading activity, the teacher has to make sure students read silently and fluently.

2.2 Teaching Reading

In teaching reading, a teacher plays an important role to guide and facilitate the students towards the success of reading activity. Therefore teaching reading has to give students' experience in order to students are able to understand the information contained in the reading, based on Standard Content No. 21 Year 2016, students are able to, "*Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana*". It means in comprehending the meaning of narrative text, students must be able to identify the purpose of the text, identify specific information, identify main idea, explain the meaning of the word reference, explain explicit information, explain implicit information, conclude general description and conclude moral value. To achieve that, a teacher needs to give learning experience. The learning experience is no other process of how students achieve competence. The standard refers to standard process. According standard process No. 22 year 2013., n.d.

Pola pembelajaran pasif menjadi pembelajaran aktif mencari (pembelajaran siswa aktif mencari semakin diperkuat dengan model pembelajaran pendekatan sains); pola belajar sendiri menjadi belajar kelompok (berbasis tim)

Based on standard process, students must be active in learning process and learning model is group. In this case, one of strategies that can be used in teaching reading based on

the standard process that is Collaborative Strategic Reading (CSR).

2.3 Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one of effective strategies that can be applied in teaching reading comprehension. This statement is supported by (Vaughn, 2011) Collaborative Strategic Reading (CSR) consist of previewing and predicting (Preview), monitoring for understanding and vocabulary knowledge (Click and Clunk), main idea (Get the Gist), and self-questioning and passage understanding (Wrap-Up). These reading comprehension strategies have been demonstrated to be effective in enhancing students' understanding of text, as well as in improving skills at reading for meaning for a range of learning types, including students with learning disabilities, low achievers, and students who are not native English language speakers.

In addition, Klingner and Vaughn (1998) in (Nurhayati, 2018) state, "Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively". Based on the statement above, it means Collaborative Strategic. Reading (CSR) is good strategy in teaching students' reading comprehension because it can increase vocabulary and learn how to work together cooperatively (Gillies, Robyn. M., Ashman, Adrian., and Terwel, 2010.)

2.4 Teaching Reading Comprehension Using Collaborative Strategic Reading (CSR)

There are two phases in teaching Collaborative Strategic Reading (CSR): (a) teaching the strategies, and (b) cooperative learning group roles.

a. Teaching the strategies

In this phase, students study four strategies. Those are previewing and predicting (Preview), monitoring for understanding and vocabulary knowledge (Click and Clunk), main idea (Get the Gist), and self-questioning and passage understanding (Wrap-Up). In implementation Collaborative Strategic Reading (CSR), a teacher should manage time in every strategy. When one of strategies is done, the teacher must give sign like say stop or give applause and students have to present their discussion.

The following explanation of each strategy:

1) Preview. In this stage, students do two activities before reading. Those are

brainstorming and predicting. The first is brainstorming, students think about what they already know about the topic. The second is predicting. Students scan the material quickly, look for clues in the story, the setting, and the main characters. The objectives of preview are to generate interest and enthusiasm about text, stimulate their background knowledge, previous experiences, and vocabulary related to text and provide an opportunity for them to develop hypotheses about what they will read and predictions about what they will learn.

2) Click and Clunk. In this phase, students read text carefully. They will do Click and Clunk while reading the text. Click refers to smoothness of students in understanding a word. While Clunk refers to students' difficulties in understanding a word. The Clunk can be solved by using Fix up strategy. Fix up strategies involve: the first, reread the sentence containing the clunk. The second, read the sentence before and after the clunk. The third, look for a prefix or suffix in the word. The last is break the word apart and look for smaller words. The objectives of the Click and Clunk strategy that is to teach students to monitor what they are reading and to give solution if they find difficult in understanding a text.

3) The third is Get the Gist. In this phase, students are asked to find the main idea of each paragraph. They have to identify the most important ideas, for examples the most outstanding characters and their activities in the story. Then students have to write it by using their own words. The goal of Get the Gist is to teach students how to determine the main idea of a passage.

4) Wrap up. In this stage, students do two activities. Those are generating questions and reviewing. The first is generating questioning, students generate questions about important information in the passage they have just read. The questions involve: who, what, when, where, why and how. Moreover, they have to know the answer also. The second is reviewing, students individually make a summary about important information of the text. After that, the student shares what he/she has written to be discussed together. The purpose of this strategy is to give students an opportunity to review what they have read and to assist in understanding and remembering what they have learned.

b. Cooperative Learning Group Roles

In this strategy, students will be divided into some groups. According to (Haris,

Karen R. and Graham, 2015), the role involves leader, clunk expert, gist expert and question expert. The leader has a duty to lead the group in implementation of CSR and makes sure each group participate in discussion. The clunk expert directs the group about the steps to find the meaning of difficult word. The gist expert directs the group about the steps to identify main idea. The last is question expert. This student directs the group to generate and share questions about important information from the text. Thus, students will be active in reading activity and they will study to cooperate to help one another in understanding reading. Therefore, Collaborative Strategic Reading (CSR) is effective strategy to be applied in learning process.

The following is teaching procedures Collaborative Strategic Reading (CSR) in reading activity.

- **Pre-teaching**

- 1) The teacher introduces the procedures of Collaborative Strategic Reading (CRS) to students involve preview, click and clunk, get the gist, and wrap up and tell them about the advantages of using this strategy in reading activity.
- 2) The students are divided into some groups which each group consists of four student. After that, the group has to decide the role of every member. The role involves leader, clunk expert, gist expert and question expert.

- **Whilst-reading**

- 1) The teacher gives an instruction about the strategy will be done by students
- 2) The teacher controls all group when the students work.
- 3) The teacher discusses the students' work.

- **Post-teaching**

- 1) Teacher provides feedback on student learning outcomes today

III. RESEARCH METHODOLOGY

A. Variable

Variable is the object of research which is determined by the researcher to get information. According to Ary, Jacobs, and Sorensen (2010: 37), "A variable is a construct or a characteristic

that can take on different values or scores”. It means that a variable is value that can change, depending on its own characteristics.

In this research there are two variables. They are independent and dependent variable. According to Ary et al. (2010: 37), ”Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome”. It means that independent variables are the variable that cause the change of the dependent variable as the result.

Based on this research entitled **“The Effect of Collaborative Strategic Reading (CSR) on Reading Comprehension of the Second Semester Nursing Students of Kadiri University ”**, Collaborative Strategic Reading (CSR) is the independent variable while the dependent variable is students’ reading comprehension. Students’ reading comprehension is influenced by Collaborative Strategic Reading (CSR) as independent variable of this research.

B. Research Method and Design

In this research, the researcher used quantitative approach. Dornyei (2007: 24) defines, “Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods”. It means that the data of quantitative research related to numbering form and it is analyzed by using statistical methods.

Furthermore, the researcher used experimental method. “Experimental method involves a study of the effect of the systematic manipulation of one variable(s) on another variable” (Ary et al. (2010: 26). It means that experimental method is used to find th effect of one variable that being observed on another variable.

In this research, the researcher did one-group pretest–posttest design to gather the data from the students. Ary et al. (2010: 303) explain that there are three steps in doing one-group pretest-posttest design, they are: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment *X* to the subjects; and (3) administering a posttest, again measuring the dependent variable.

Pre-test and post-test are used to measure the students’ reading comprehension before and after being taught by using Collaborative Strategic Reading (CSR). The results of pre-test and post-test were analyzed by using statistic method to know the effect of Collaborative Strategic Reading (CSR) on students’ reading comprehension.

Table 3.1

One-Group Pretest–Posttest Design

Pretest	Independent	Posttest
Y_1	X	Y_2

Notes:

Y_1 : pretest

X : independent variable (Collaborative Strategic Reading (CSR))

Y_2 : posttest

C. Place of the Research

This research was conducted at Kadiri University . It is located at Jln. Selomangleng No. 01 Kediri. The researcher chose the place because in reading activity the students have to study individually not group so that there is no cooperate one another to understand a text. Therefore, she conducted a research to know the effect of Collaborative Strategic Reading (CSR) on students' reading

D. Technique of Collecting Data

In this research, the collecting data is explained as follow:

1. Pre-test

The students were given pre-test in the first meeting. The pre-test was taken to measure students' reading comprehension before they were given treatment by using Collaborative Strategic Reading (CSR). There were twenty questions of multiple choices for this test. In this test, the students answered the questions basedon their own knowledge for 30 minutes. From this pre-test, the researcher had known the result of students' reading comprehension before they were taught by using Collaborative Strategic Reading.

2. Treatment

After doing pre-test, the researcher gave twice treatments to the students. Each meeting spent 90 minutes. She implemented Collaborative Strategic Reading (CSR) in

teaching reading by narrative text material especially about legend from Indonesia. Here the steps of the treatment:

1. The teacher explained Collaborative Strategic Reading (CSR)
2. The teacher divided students in some group, each group consisted of four students with different role (leader, clunk expert, gist expert, and question expert)
3. The students were presented narrative text and some questions.
4. The students learned some questions first and then read the text narrative quickly.

(Preview)

5. The teacher and students discussed the answer from some questions orally.
6. The students read narrative text carefully
7. The students discussed to find difficult words with its synonym used fix up strategy.
8. The students wrote the difficult words with their synonym in the blackboard and to be discussed together.
9. The students discussed the most outstanding characters and their activities to find main idea in each paragraph. **(Get the Gist)**
10. The teacher and students discussed main idea orally.
11. The students discussed important information to make some questions (5W+1H) with the answer. **(Wrap up)**
12. The students filed questions that had been made to other group and other group answered the question.
13. The students made summary individually about important information in the narrative text. **(Wrap up)**
14. The students discussed about the result of summary that had been made individually.
15. The teacher and students discussed the result of summary orally.

3. Post-test

After giving treatment about Collaborative Strategic Reading (CSR), the researcher gave post-test in the last meeting. The procedures were the same as in pre-test. The difference, the questions were not the same as in the pre-test. The post-test was taken to measure students' reading comprehension after they were given treatment by using Collaborative Strategic Reading (CSR).

E. Technique of Data Analysis

After knowing the result of pre-test and post-test, the researcher analyzed it by using t-test formula to know whether there is any enhancement of students' reading comprehension or not. The result of the measurement became the result of the research. According Ary, et al. (2010: 177), the formula is as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Where:

t = t ratio

$\bar{D}$ = average difference

$\sum D^2$ = different scores squared, then summed

$(\sum D)^2$ = difference scores summed, then squared

N = number of pairs

Norms:

To analyze the hypothesis, it is necessary to know the significance of the t- test if it is compared with t-table by following the rules below:

- 1) If the t-score > t-table in the degree of significance 5% (0,05), it means that the research is significant. So, Ha is accepted and Ho is rejected.
- 2) If the t-score ≤ t-table in the degree of significance 5% (0,05), it means that the research is not significant. So, Ha is rejected and Ho is accepted.

IV. RESEARCH FINDINGS

1. Description of Variable Data

The material focused on explaining the explicit information, explaining the implicit information, explaining the meaning of the word, explaining the meaning of the word reference, explaining the main idea, concluding the moral value, identifying the purpose of the text, and identifying the generic structure of text. From this pre-test, the researcher had known the result of students' reading comprehension before they were taught by using

Collaborative Strategic Reading (CSR). The table below showed the students score of pre-test.

Table 4.1 Students Score of Pre-test

	Exp	Imp	Ref	Mea	Mai	Mor	Pur	Gen	True	Score
Student 1	3	0	2	1	2	2	0	0	10	51
Student 2	2	1	2	2	1	1	0	0	9	47
Student 3	3	0	2	1	2	2	1	1	12	60
Student 4	2	0	2	1	2	1	0	0	8	38
Student 5	3	1	1	1	2	2	1	0	11	57
Student 6	3	1	1	0	1	1	0	0	7	43
Student 7	3	0	2	1	2	2	0	1	11	55
Student 8	3	1	2	2	3	1	0	1	13	60
Student 9	2	0	2	1	3	1	1	0	10	42
Student 10	3	1	2	0	3	2	0	0	11	59
Student 11	3	1	2	0	1	1	0	0	8	47
Student 12	3	0	1	1	2	1	1	1	10	45
Student 13	3	0	2	2	3	1	1	0	12	51
Student 14	3	1	1	2	1	2	1	0	12	59
Student 15	3	0	1	1	2	0	1	0	8	34
Student 16	3	0	1	1	2	1	0	0	8	40
Student 17	3	0	2	2	2	1	1	1	11	53
Student 18	3	0	1	0	2	2	0	0	8	45
Student 19	4	1	1	0	2	2	0	1	11	62
Student 20	3	0	1	1	2	2	0	0	9	49
Total Score	58	8	31	20	40	28	8	6	199	997
Max Score	120	40	40	40	80	40	20	20	400	2000
Percentage	48%	20%	78%	50%	50%	70%	40%	30%	50%	50%

Note: Exp : To explain the explicit information.

Imp : To explain the implicit information.

Ref : To explain the meaning of the word reference.

Mea : To explain the meaning of the word.

Mai : To explain the main idea.

Mor : To conclude the moral value.

Pur : To identify the purpose of the text.

Gen : To identify the generic structure of the text.

From the table above, it could be seen that the indicator of explaining the meaning of the word reference got the highest percentage among the others with 31 of 40 by percentage 78%. The lowest score was indicator of explaining the implicit information with 8 of 40 by percentage 20%. The indicator which had the highest point and score was explaining the explicit information, it was 58 of 120 however the percentage was not as good as the indicator of explaining the meaning of the word reference by percentage 48%. The rests were explaining the meaning of the word with 20 of 40 by percentage 50%, explaining the main idea with 40 of 80 by percentage 50%, concluding the moral value with 28 of 40 by percentage 70%, identifying the purpose of the text with 8 of 20 by percentage 40% and identifying the generic structure of the text with 6 of 20 by percentage 30%.

The total score of each indicator as follow: explaining the explicit information was 58, explaining the implicit information was 8, explaining the meaning of the word reference was 31, explaining the meaning of the word was 20, explaining the main idea was 40, concluding the moral value was 28, identifying the purpose of the text was 8 and identifying the generic structure of the text was 6. Finally the total score was 997. The standard score of English subject at the the Second Semester Nursing Students of Kadiri University was 75. It means that the students who got less than 75 could not pass the test and the students who got more than 75 could pass the test. Based on the data of pre-test score above, it can be seen that the lowest score was 34 and the highest score was 62. It means that, there was no students that were able to pass the standard score of English subject.

According to Arifin (2012: 236) in Andriani (2017) there are five categories of value obtained from reading ability, those are:

- 1) Mean + 1.5 (standard deviation) A (very good) = 86 – 100
- 2) Mean + 0.5 (standard deviation) B (good) = 75 – 85
- 3) Mean – 0.5 (standard deviation) C (enough) = 65 – 74
- 4) Mean – 1.5 (standard deviation) D (poor) = 54 – 64
- 5) Less than calculating the value D – E (very poor) = < 54

After knowing the result of pre-test score above, the researcher made frequency distribution table. This table presented the data simpler and easier to be understood by the reader. The result of the score frequency of pre-test could be seen in the following table.

Table 4.2

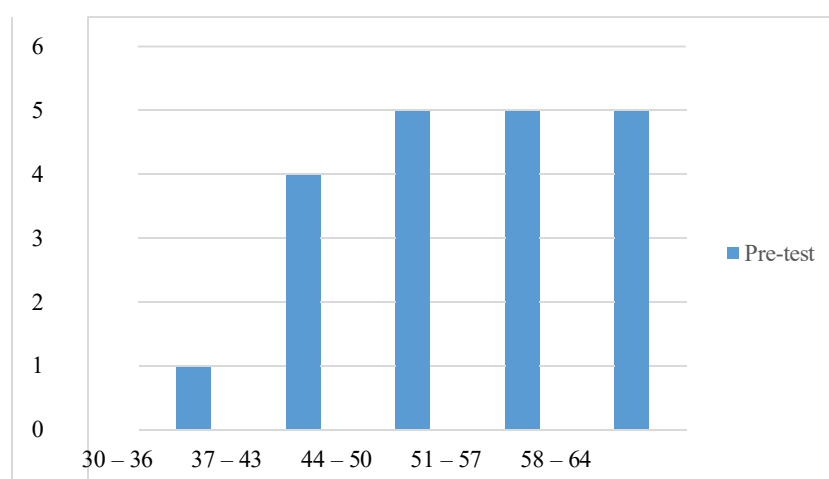
The Score Frequency of Pre-test

No.	Class Limit	Class Boundaries	Frequency	Percentage	Categories
1	30 – 36	29,5 - 36,5	1	5%	very poor
2	37 – 43	36,5 - 43,5	4	20%	very poor
3	44 – 50	43,5 - 50,5	5	25%	very poor
4	51 – 57	50,5 - 57,5	5	25%	very poor
5	58 – 64	57,5 - 64,5	5	25%	poor
Total			20	100%	—

From the table above, the researcher makes the frequency of score in pre-test that draw comparison the number of students with the score got.

Graphic 4.3

The Frequency of Score in Pre-test



Based on the score frequency of pre-test and graphic score frequency of pretest above, it could be seen that there were one student got score 30 – 36 (5%), four students got score 37 – 43 (20%), five students got score 44 – 50 (25%), five students got score 51 – 57 (25%), and five students got score 58 – 64 (25%). The last, almost all of students score showed very poor category. It could be concluded that, students' reading comprehension in this school were very poor.

2. Process of Treatment by Using Collaborative Strategic Reading (CSR).

After doing pre-test, the researcher gave twice treatments to the students

She implemented Collaborative Strategic Reading (CSR) in teaching reading by narrative text material especially about legend from Indonesia. The procedures of the first treatment and the second treatment was the same. The difference was on the topic of material. The first treatment, the students were given topic about The Story of Roro Jonggrang and the second treatment the students were given topic about The Legend of Bali Strait. The activities of treatment encompass pre-teaching, whilst- teaching and post-teaching. They will be explained as follow.

The first is pre-teaching. In this stage, the researcher greeted the students and introduced herself as well as her purpose to conduct a research. She also gave motivation in order to be ready to study and apperception. Then the researcher explained the purpose of learning and the benefit of Collaborative Strategic Reading (CSR) to the students. After that she divided students in some group, each group consisted of four students with different role (leader, clunk expert, gist expert, and question expert).

The second is whilst-teaching. In this phase, the students were presented narrative text and some questions. They learned the questions first and then answer the questions by reading the narrative text quickly, it is called preview strategy. After that the researcher and the students discussed the answer orally. Furthermore *the students read the narrative text carefully. They discussed to find difficult words with its synonym used fix up strategy, it is called Click and Clunk strategy.* After that the students wrote the difficult words with its synonym in the blackboard and to be discussed together. Next, the students discussed the most outstanding characters and their activities to find main idea in each paragraph, it is called Get the Gist strategy. Afterwards the researcher and the students discussed the main idea orally. Hereafter the students discussed important information to make some questions (5W+1H) with the answer, it is called Wrap Up strategy. After making the question and the answer, the students filed the question that had been made to other group and the other group answered the question. The last they individually made summary about important information in the narrative text, it is called Wrap Up strategy. The students also discussed about the result of summary that had been made individually. After making the summary, the researcher and the students discussed the result of the summary orally.

The third is post-teaching. In this stage, the researcher provided feedback on student learning outcomes today. She also provided opportunities for the students to convey difficulties encountered during today's learning. At the end the researcher closed lessons with greeting.

3. The Description of Students' Reading Comprehension After Being Taught Using Collaborative Strategic Reading (CSR)

The difference, the questions were not the same as in the pre-test. The post-test was taken to measure the reading comprehension of the tenth grade students after being taught by using Collaborative Strategic Reading (CSR). The table below showed the students score of post-test.

Table 4.4
Students Score of Post-test

	Exp	Imp	Ref	Mea	Mai	Mor	Pur	Gen	True	Score
Student 1	4	1	0	1	3	2	1	1	13	64
Student 2	4	1	0	0	4	1	1	1	12	59
Student 3	3	1	2	2	4	2	1	1	16	77
Student 4	2	2	2	0	2	1	1	1	11	51
Student 5	5	0	2	1	4	2	1	1	16	76
Student 6	4	0	2	0	3	1	1	1	12	53
Student 7	5	0	2	1	3	2	1	1	15	74
Student 8	4	1	2	2	4	2	1	1	16	79
Student 9	4	1	2	0	1	1	1	1	11	57
Student 10	5	0	2	1	4	2	1	1	16	76
Student 11	5	0	2	1	3	1	1	1	14	66
Student 12	4	1	2	0	2	1	1	1	12	59
Student 13	4	1	2	1	3	1	1	1	13	64
Student 14	5	1	2	1	3	2	1	1	16	81
Student 15	3	1	1	0	2	1	1	0	9	47
Student 16	3	1	2	1	2	1	1	1	12	57
Student 17	4	1	2	1	3	2	1	1	16	72
Student 18	3	1	2	1	3	1	1	1	13	60
Student 19	5	1	1	1	4	2	1	1	16	79
Student 20	2	2	1	1	4	2	1	1	13	64
Total Score	78	17	33	16	61	30	20	19	272	1315
Max Score	120	40	40	40	80	40	20	20	400	2000
Percentage	65%	43%	83%	40%	76%	75%	100%	95%	68%	66%

Note: Exp : To explain the explicit information.

Imp : To explain the implicit information.

Ref : To explain the meaning of the word reference.

Mea : To explain the meaning of the word.

Mai : To explain the main idea.

Mor : To conclude the moral value.

Pur : To identify the purpose of the text.

Gen : To identify the generic structure of the text.

From the table above, it could be seen that the indicator of identifying the purpose of the text got the highest percentage among the others with 20 of 20 by percentage 100%. While the lowest score was the indicator of explaining the meaning of the word with 16 of 40 by percentage 40%. The indicator which had the highest point and score was explaining the explicit information, it was 78 of 120 but the percentage was not as good as the indicator of identifying the purpose of the text by percentage 65%. The rests were explaining the implicit information with 17 of 40 by percentage 43%, explaining the meaning of the word reference with 33 of 40 by percentage 83%, explaining the main idea with 61 of 80 by percentage 76%, concluding the moral value with 30 of 40 by percentage 75% and identifying the generic structure of the text with 19 of 20 by percentage 95%.

The total score of each indicator as follow: explaining the explicit information was 78, explaining the implicit information was 17, explain the meaning of the word reference was 33, explaining the meaning of the word was 16, explaining the main idea was 61, concluding the moral value was 30, identifying the purpose of the text was 20 and identifying the generic structure of the text was 19. Finally the total score was 1315. The standard score of English subject at the the Second Semester Nursing Students of Kadiri University was 75. It means that the students who got less than 75 could not pass the test and the students who got more than 75 could pass the test. Based on the data of post-test score above, it could be seen that the lowest score was 47 and the highest score was 81. There were six students that were able to pass the standard score of English but the others could not pass it.

After knowing the result of post-test score above, the researcher made frequency distribution table. The result of the score of frequency post-test could be seen in the

following table.

Table 4.5

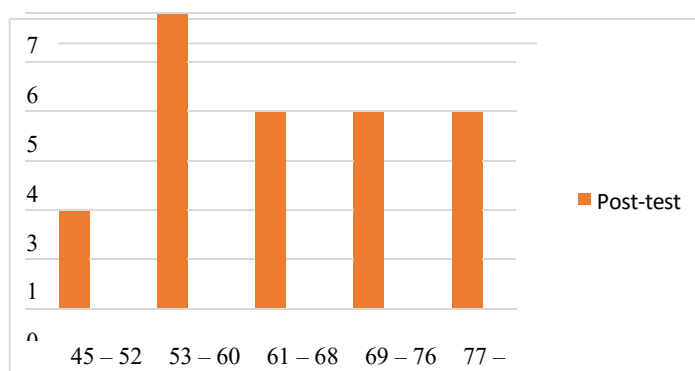
The Score Frequency of Post-test

No.	Class Limit	Class Boundaries	Frequency	Percentage	Categories
1	45 – 52	44,5 - 52,5	2	10%	very poor
2	53 – 60	52,5 - 60,5	6	30%	Poor
3	61 – 68	60,5 - 68,5	4	20%	Poor
4	69 – 76	68,5 - 76,5	4	20%	Enough
5	77 – 84	76,5 - 84,5	4	20%	Good
Total			20	100%	-

From the table above, the researcher makes the frequency of score in post-test that draw comparison the number of students with the score got.

Graphic 4.6

The Frequency of Score in Post-test



Based on the score frequency of post-test and graphic score frequency of post-test above, it could be seen that there were two student got very poor score 45 – 52 (10%), six students got poor score 53 – 60 (30%), four students got poor score 61 – 68 (20%), four students got enough score 69 – 76 (20%), and four students got good score 77 – 84 (20%). In

spite of, there were still students got very poor score however all of the students score had enhancement. It can be concluded that the reading comprehension of the tenth grade students after being taught by using Collaborative Strategic Reading (CSR) increased because the score of post-test was higher than pre-test.

B. Data Analysis

1. The Procedure of Data Analysis

In this part the researcher would answer the research question about the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension. Before the researcher analyzed the data, the researcher did correction the students work of pre-test and post-test. Then, she inputted and calculated pretest and posttest score by using SPSS version 21 and to analyze the data, she used Paired Sample t-test. After that, the result came out. At the end, she analyzed the result of from SPSS and described it.

2. The Result of Data Analysis

In this section, the researcher showed the result from the students' pre-test and post-test score by using SPSS version 21. There were three data outputs from calculation using SPSS. They were Paired Samples Statistic, Paired Samples Correlation and Paired Samples Test.

a. Mean

The mean score of Pre-test and Post-test Paired

Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	49.8500	20	8.18391	1.82998
	POSTTEST	65.7500	20	10.37647	2.32025

- b.** Based on the Paired Samples Statistics above, it shows the mean score of pre-test is 49,8500 with the standard deviation 8,18391 and the mean score of post-test is 65,7500 with the standard deviation 10,37647. The number of participants in each test (N) is 20.

Correlation

The correlation score of pretest and post-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	20	.973	.000

Based on the Paired Samples Correlations table above, it shows the correlation pre-test and post-test that is 0,973 with significance value (sig.) 0,000. The number of participants (N) is 20.

c. T-test

The t-score of pre-test and post-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	-15.90000	3.07622	.68786	-17.33972	-14.46028	-23.115	19	.000

Based on Paired Samples Test table above, the difference mean score of pre- test-post-test is 15,90000 with standard deviation that is 3,07622. The value of t- test is 23.115 and degree of freedom is 19 with Sig. (2-tailed) that is 0,000.

V. Discussion.

The result of this research showed that Collaborative Strategic Reading (CSR) can enhance the reading comprehension of the second semester before and after being taught by

using Collaborative Strategic Reading (CSR).

It was proven from the score of post-test that was higher than the score of pre-test. Moreover, the enhancement of students score could be seen from the seven indicators that were achieved by students in test, they were explaining the explicit information, explaining the implicit information, explaining the meaning of the word reference, explaining the main idea, concluding the moral value, identifying the purpose of the text and identifying the generic structure of the text. However, there was an indicator that showed the students score were decreasing, it was explaining the meaning of the word because they lack of vocabulary. The following was strategies on Collaborative Strategic Reading (CSR) that influenced students score.

According to Klingner, Vaughn, and Boardman (2007: 143), After doing the two strategies, the students score had enhancement. It could be seen on the result of post-test score that to be showed from some indicators. The first indicator was explaining the explicit information. In this indicator, the students had enhancement a number of 17%. The second indicator was explaining the implicit information. In this indicator, the students had enhancement a number of 23%. The third indicator was explaining the meaning of the word reference. In this indicator, students had enhancement a number of 5%. Next indicator was concluding the moral value. In this indicator, the students had enhancement a number of 5%. Then indicator was identifying the purpose of the text. In this indicator, the students score had enhancement a number of 60%. The last indicator was identifying the generic structure of the text. In this indicator, the students had enhancement a number of 65%. From explained above, the strategy of Preview and Wrap Up were effective to be applied in teaching reading comprehension.

The second strategy was Get the Gist strategy. In this strategy, the students looked for the main idea of each paragraph. They had to identify the most important ideas, for examples the most outstanding characters and their activities in the story. After getting the main idea of each paragraph, the students had to write it by using their own words. The goal of Get the Gist strategy was to teach the students how to determine the main idea of a passage. After doing this strategy, the students score had enhancement. It could be seen from the indicator of explaining the main idea. In this indicator, the students score had enhancement a number of 26%. It means, this strategy (Get the Gist) was effective to be applied in teaching reading.

The third strategy was Click and Clunk strategy. In this strategy, the students found difficult words and their synonyms by using Fix Up strategy. The objectives of the Click and Clunk strategy that is to teach the students to monitor what they were reading and to give solution if they found difficult in understanding a text. After doing this strategy, the students

score had decreasing. It could be seen from the indicator of explaining the meaning of the word. In this indicator, the students score had decreasing a number of 10%. It means that this strategy (Click and Clunk) was not effective to be applied in teaching reading in this school. The reasons was the students had difficulties in using Fix Up strategy because their vocabularies were poor. To solve the problem, the preview strategy should be paid attention more seriously to ensure that the students do not have problems with vocabulary.

VI. CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and discussion that had been described on the previous chapter that refers to formulated hypotheses and in the level of significance 5% (2,093), Collaborative Strategic Reading (CSR) has effect on students' reading comprehension at the Second Semester Nursing Students of Kadiri University. It is proven from the score of post-test was higher than the score of pre-test. The scores of pre-test showed that there were no students that are able to pass the test. After being given treatment using Collaborative Strategic Reading (CSR), the scores of post-test showed that there were only six students that were able to pass the test but all of the score of students had enhancement. It means the students reading comprehension increased after being treatment by using Collaborative Strategic Reading (CSR).

The last based on the data analysis and interpretation of the result of the data analysis. The result showed that t-score (23,115) is higher than t-table in the level of significance 5% (2,093). Based on the explanation above, it can be concluded that there was significant effect on reading comprehension before and after being.

B. Suggestion

There are so many strategies, models or approaches in teaching English especially in reading that has been developed by the expert. Therefore, the teacher should leave the conventional strategies which the teacher is more active than the students but now students must be active than the teacher. In this case, the researcher suggests to use Collaborative

Strategic Reading (CSR) which in this strategy, the students cooperate to help one another in understanding a text. Moreover, it makes the students be active in reading activity because every student has different.

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