The Influence of Collaborative Strategic Reading (CSR) Strategy on Students' Learning to Read Comprehension of Explanatory Texts in Class XI SMA Pertiwi 1 Padang

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Abstract

There are three objectives of this research. First, it describes reading comprehension skills before using Collaborative Strategic Reading (CSR) strategies in learning to read and understand explanatory texts for class XI SMA Pertiwi 1 Padang. Second, it describes reading comprehension skills after using Collaborative Strategic Reading (CSR) strategies on the reading comprehension skills of class XI SMA Pertiwi 1 Padang. Third, analyzing the effect of Collaborative Strategic Reading (CSR) strategy on the reading comprehension skills of explanatory texts of class XI SMA Pertiwi 1 Padang. This type of research is quantitative research with experimental methods. The research design is a one group pretest and posttest design. The population in this study were students of class XI SMA Pertiwi 1 Padang for the academic year 2022/2023, totaling 307 students. Data were analyzed using percentage formula, arithmetic average formula, and t-test. The research instrument was an objective test, namely a test of reading comprehension skills before and after using Collaborative Strategic Reading (CSR).
Keywords: Strategy, Explanatory Text, Ability

INTRODUCTION

Indonesian language subjects are compulsory subjects given to students from Elementary School (SD) to Higher Education (PT). This is because Indonesian is the national language and also the state language of Indonesia. Learning Indonesian is essentially teaching students about good and correct Indonesian language skills in accordance with their goals and functions. Language skills cover six aspects, namely listening, speaking, reading, writing, presenting, and viewing. The six skills are taught to students to be able to communicate, both orally and in writing. The six aspects are also interrelated and cannot be separated from one another. This shows that each skill is related to the thought process that underlies a person's ability to speak.

Reading skills in Indonesia are also revealed from international literacy rankings. Based on the "Most Littered Nation in the World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries regarding reading interest. This makes the Indonesian people very left behind. Indonesia is below Thailand, which is ranked 59 and above Botswana, which is 61. The results of the assessment conducted by the Usaid Prioritas program on 15,841 students were sampled in seven provinces in Indonesia (Aceh, North Sumatra, Banten, West Java, Central Java, Java East, and South Sulawesi) from 2012-2015, concluded that many students read fluently, but do not understand the meaning of the text they read.

This is supported by the results of Afnita's research (2012:11) that the level of reading comprehension skills of students is included in the moderate group. The average score with the maximum obtained is the tendency of students' reading comprehension to be in the sufficient category. Reading is not a matter of taking information from a particular text, but reading is a

combination of information from various sources, meanings, and strategies of reading material with interpretations of reading material known to the reader. As for the opinion of R. R. Martha (2005:30) "Reading is the act of constructing meaning while transacting with text just as we use information stored in schemata to understand and interact with the world around us, so do we use this knowledge to make sense of print ." Based on this opinion, it can be seen that reading is an act of building meaning when transacting with text. Just as we use the information stored in schemata to understand and interact with the world around us, this knowledge is used to make sense of printed words.

A person's success in reading is strongly influenced by many factors including physiological, environmental, and psychological factors (motivation, interest, and others). All of these factors contribute to one's reading success. Factors that affect reading skills are divided into two kinds, namely factors from within a person including linguistic activities, interests, motivation, and a set of reading skills (how well the reader can read). Factors that come from outside the reader's self can be divided into two categories, namely the type of reading and the environment.

The main purpose of reading is to be able to capture the content of the reading, the purpose conveyed by the author reaches the reader or the reader can understand the author's intent. It is characterized by good reading skills. Tarigan (2008:9) the main purpose in reading is to seek and obtain information, include content, and understand the meaning of reading. Kusumaningrum (2017:11-12) the purpose of reading includes, among other things, pleasure, perfecting reading aloud, using certain strategies, updating their knowledge of a topic, associating new information with information they already know, obtaining information for oral or written reports, confirming or rejecting predictions. , displaying an experiment or applying information obtained from a text in several ways and learning about the structure of the text, answering specific questions.

The reading skills themselves occupy a role in the independent curriculum, namely helping students get information, increase knowledge, and help improve logical thinking. In line with this role, learning Indonesian in the independent curriculum was confirmed as a tool for transferring knowledge in the world of education in Indonesia. Reading also equips students to become independent learners. Therefore, try to familiarize students with reading activities from an early age so that reading becomes a routine and fun activity.

Based on the results of observations and interviews that were conducted with Dinda Annisa, S.Pd, an Indonesian teacher at Pertiwi 1 Padang High School on June 11, 2022, several problems were found. First, students are not trained in understanding reading content which includes main ideas, explanatory thoughts, and drawing conclusions. Second, there is no use of appropriate learning strategies. Third, students' reading comprehension skills are still low. This is marked in the teaching and learning activities of many students who are not precise in answering questions from the teacher related to the content of the reading. After looking at these problems it was found that students' reading comprehension skills were still relatively low. The solution that can be given is to provide the right strategy to students.

The use of appropriate learning strategies will stimulate student activity, attract students' interest in reading, and create a fun learning atmosphere because strategy is the spearhead of the continuity of learning in the classroom, it is necessary to have a learning strategy that can trigger and force students to actively read comprehension. . The strategy used by Dinda Annisa, S.Pd is a direct instruction strategy but there is still a low level of reading comprehension skills in students. Researchers provide solutions to improve students' skills in reading comprehension by using a Collaborative Strategic Reading strategy. Klingner, et. Al (2007, p. 142) CSR is a good teaching strategy for teaching students' reading comprehension and

carrying out a multi-component approach used by students or students in implementing several learning strategies in small groups together.

Abidin (2012, p. 62) states that the CSR strategy is to increase understanding of a reading text with a learning model that involves students together. This is supported by the results of Novita's research (2018) which revealed that implementing CSR strategies in the classroom will help students improve their reading skills, develop, motivate, increase social interaction in class, and create a positive learning environment. The habit of reading needs to be instilled in students so that it becomes a necessity. The CSR strategy can also help students who have difficulty reading and increase understanding by maximizing student participation so that it is developed and provides positive results for students' developmental stages. Therefore, a solution is provided to improve students' skills in reading comprehension by using the Collaborative Strategic Reading strategy in class XI SMA Pertiwi 1 Padang.

RESEARCH METHODS

This type of research is quantitative research. This research is called a quantitative research because this research uses numbers as data in the form of scores from tests of reading comprehension skill tests of explanatory text before and after using the Collaborative Strategic Reading strategy for class XI students of SMA Pertiwi 1 Padang. Arikunto (2013: 7) states that quantitative research is research that uses numbers, starting from data collection, data interpretation, the appearance of the results.

The method used in this research is the experimental method. This experimental method is used to measure changes or influences that occur after certain treatments are carried out. Sugiyono (2006: 80) states that the experimental method is a research method used to look for the effect of certain treatments on others under controlled conditions. In this study, the experimental method was used to see the effect of Collaborative Strategic Reading on the reading comprehension skills of class XI SMA Pertiwi 1 Padang. The type of experiment used in this study was a quasi-experiment. Suryabrata (2015: 92) suggests that the purpose of quasi-experimental research is to obtain information which is thought for information that can be obtained by actual experiments in circumstances that do not allow to control and manipulate all relevant variables.

The design used in this study was one group pretest-posttest design because in this study the design used was only one group of students who were selected as the research sample. Sabyabrata (2015: 101) in the one group pretest-posttest design used one group of subjects. First, measurements are taken before using the Collaborative Strategic Reading strategy. Second, given treatment within a certain period of time. Third, measurements were taken after using the Collaborative Strategic Reading strategy.

RESEARCH RESULTS AND DISCUSSION

This section describes the following three points. First, the reading comprehension skills of class XI SMA Pertiwi 1 Padang before using a collaborative strategic reading strategy. Second, the reading comprehension skills of class XI SMA Pertiwi 1 Padang after using a collaborative strategic reading strategy. Third, the effect of using collaborative strategic reading strategies on the reading comprehension skills of class XI SMA Pertiwi 1 Padang.

Reading Comprehension Skills Before Using Collaborative Strategic Reading Strategies for Class XI Students of SMA Pertiwi 1 Padang

Based on the results of the study, it was found that the average reading comprehension skill of class XI students of SMA Pertiwi 1 Padang without using a collaborative strategic reading strategy was 68.17. On average, it can be concluded that the reading comprehension skills of

class XI SMA Pertiwi 1 Padang without using a collaborative strategic reading strategy are in the More Than Enough (LdC) qualification. The average uses arithmetic (M) as a benchmark, so to determine the reading comprehension skills of class XI SMA Pertiwi 1 Padang without using a collaborative reading strategy, KKM can be used. The KKM set for the Indonesian language subject at SMA Pertiwi 1 Padang is 80. Therefore, the reading comprehension skills of class XI students at SMA Pertiwi 1 Padang are lower than the KKM found.

Phona (2018) states the causes of low reading comprehension skills before using CSR strategies are as follows. 1) students' mastery of words is still low, 2) students have difficulty determining the main idea of the reading text, 3) students have difficulty finding specific information, 4) students have difficulty concluding the contents of the reading. Lianty (2016) found, students do not yet have reading comprehension skills that are in accordance with the needs of learning to read comprehension, such as understanding the details of facts contained in reading texts, knowing the sequence of events, knowing main ideas, making conclusions from a text, interpreting a word, and evaluating a text. Based on the problems improve reading comprehension skills. 1) students will be guided in determining the main idea of the text. 2) students will be guided to find specific information, 3) and conclude the contents of the reading text.

The reading comprehension skills of class XI SMA Pertiwi 1 Padang students before using collaborative strategic reading strategies can be used as indicators. The indicators assessed are main ideas, understanding the contents of the text, determining the structure and elements of language, and concluding the contents of the reading. First, determining the main idea of an explanatory text, the average reading comprehension skill count before using a collaborative strategy reading strategy is 70.52 with the qualification of More Than Enough (LdC). This is due to the limited knowledge of students regarding explanatory text so that students are still difficult to distinguish the main ideas. Second, understanding the contents of the explanatory text, the average reading comprehension skill count before using the collaborative strategy reading strategy is 75.34 with the qualification of More than Enough (LdC). This is caused by students' lack of understanding of the text they read so that students cannot determine the contents of the text from the explanatory text they read.

Third, the structure and linguistic elements of the explanatory text, the average reading comprehension skill count before using the collaborative strategic reading strategy is 65.71 with the qualification of More than Enough (LdC). This is due to students' lack of understanding of the structure and linguistic elements of explanatory text. If students cannot explain a specific and logical structure and linguistic element, then students cannot be said to understand the explanatory text. Fourth, summarizing the contents of the explanatory text reading, the average reading comprehension skill count before using the collaborative strategic reading strategy is 71.34 with the qualification of More than Enough (LdC). This is caused by a lack of understanding of the content of the reading so that it influences in concluding the overall reading content of the explanatory text. If students cannot conclude well, then students cannot be said to understand the explanatory text.

Reading Comprehension Skills After Using Collaborative Strategic Reading Strategies for Class XI Students of SMA Pertiwi 1 Padang

Based on data analysis, it was obtained an overview of the reading comprehension skills of class XI SMA Pertiwi 1 Padang after using the collaborative strategic reading strategy which was good. This is evidenced by the average obtained by students, namely 83.37 with a Good qualification (B). This result is reinforced by research conducted by Phonna (2018) which states that strategic collaborative reading has proven effective in improving the reading comprehension skills of students in class XI IPA 5 SMA Pertiwi 1 Padang, this based on learning

outcomes shows an increase. Collaborative Reading Strategy has steps that can help students understand the text. These steps consist of four stages, namely preview (skimming), click and clunk (looking for difficult meanings), get the gist (looking for main ideas) and wrap up (defining questions related to the text being studied).

Nengke (2017) stated that collaborative reading is a better method than private reading. Kusumaningrum (2017) states that collaborative reading and alternative text strategies can improve the reading comprehension skills of class VIII A students of SMPN 6 Yogyakarta. In addition to general discussion, reading comprehension skills of class XI SMA Pertiwi 1 Padang students after using collaborative reading strategies can be carried out with indicator analysis. The indicators assessed are the main ideas of the explanatory text, the content of the explanatory text, the structure and linguistic elements, and concluding the content of the reading of the explanatory text. First, the main idea of the explanatory text, the average reading comprehension skill of the eleventh grade students of SMA Pertiwi is 86.75 with the qualification of Very Good. In the main idea indicator of this explanatory text students already understand the main idea. This is evidenced by almost all students can answer the main idea.

Second, the contents of the explanatory text, the average reading comprehension skills of the eleventh grade students of SMA Pertiwi 1 Padang is 80.95 with a Good qualification (B). in the contents of the text indicators of this explanatory text students already understand the contents of the text. This is evidenced by almost all students can answer about the contents of the text. Third, the structure and linguistic elements of the explanatory text, the average of the skills in understanding the comprehension of explanatory texts for class XI SMA Pertiwi 1 Padang is 81.14 with the qualification Very Good (BS). Fourth, summarizing the contents of the explanatory text reading, the average hitting on the level of students' understanding of the explanatory text for class XI SMA Pertiwi 1 Padang is 82.43 with the qualification Very Good (BS). Based on this description, of the four indicators assessed, the highest indicator mastered by students was the main idea indicator in explanatory text with an average score of 86.75 with the qualification Very Good (BS). This is in line with research conducted by Tsania Saimah (2015) which showed that the skills in reading comprehension of explanatory texts as indicators of main ideas are in the Good qualification (B) with an average score of 83.09.

The Influence of Collaborative Strategic Reading (CSR) Strategy on Reading Comprehension Skills of Class XI Students of SMA Pertiwi 1 Padang

Teachers have a very important role in planning, implementing, and evaluating as well as providing variations in learning strategies to students so that there is no saturation in the learning process. One of these efforts is the use of CSR strategies for learning to read and understand students' explanatory texts. Finandar (2012: 5) explains that CSR strategies can motivate students and require students to be actively involved in learning. Students become more enthusiastic in the learning process by using CSR strategies. Thus, this strategy of implementing group learning will make students active and creative. Therefore, this CSR strategy is very suitable for use by a teacher or educator.

Judging from the results of the reading skills test for students' understanding of explanatory text, the results of reading skills after using the collaborative strategic reading strategy were higher than before using the collaborative strategic reading strategy. This is evident from the results of the study showing that the reading comprehension skills of the eleventh grade students of SMA Pertiwi 1 Padang after using a collaborative strategic reading strategy with a Good qualification (B) with an average score of 83.37. The reading comprehension skills of class XI SMA Pertiwi 1 Padang before using the collaborative strategic reading strategy are in the More Than Enough (LdC) qualification with an average value of 68.17. Furthermore, the hypothesis test obtained thitng> ttable (6.104> 1.68).

Based on the results of the analysis, it was obtained an overview of the reading comprehension skills of the eleventh grade students of SMA Pertiwi 1 Padang before using and after using the collaborative reading strategy in the form of positive findings and negative findings. Positive findings include, (1) class XI SMA Pertiwi 1 Padang positive findings and negative findings. Positive findings included, (2) students of class XI SMA Pertiwi 1 Padang did not understand explanatory text before using a collaborative strategic reading strategy seen from four indicators, namely main ideas, text content, structure and linguistic elements, and concluding reading content (3) students class XI SMA Pertiwi 1 Padang understands explanatory text after using a collaborative strategic reading strategy seen from four indicators, namely the main idea, setting and setting, structure and linguistic elements, and concluding the contents of the reading. This is evidenced by the value of XI Petiwi 1 Padang which is higher than before using the collaborative strategic reading strategy.

Furthermore, the negative findings in this study were that before using the collaborative strategic reading strategy, class XI SMA Pertiwi 1 Padang did not understand reading comprehension of explanatory texts because they were in the More Than Enough (LdC) qualification with an average score of 68, 17. When compared with The KKM for the Indonesian language subject at SMA Pertiwi 1 Padang, which is 80, concluded that the skills in reading comprehension of explanatory texts of class XI Pertiwi 1 Padang students are not accustomed to reading comprehension of explanatory texts so that students find it difficult to understand what students read. The low skill of reading comprehension of explanatory text is caused by the difficulty of students understanding the reading.

Iftahul (2014) states that students experience difficulties in appreciating main ideas, text content as well as linguistic structures and elements. In addition, students have not been guided to appreciate text as taught before using collaborative strategic reading strategies. Afnita (2017) states that the process of understanding student reading becomes more optimal and students' evaluative and appreciative reading skills increase after applying collaborative strategic reading (CSR).

Based on this description, it is concluded that the teacher plays an important role in planning, implementing, evaluating, and providing variations of learning strategies to students so that students do not get bored in learning. Especially reading comprehension of explanatory text. One of the teacher's efforts is to maximize the use of collaborative strategic reading strategies in motivating, increasing interaction and reading comprehension skills of students in class compared to reading private individuals (Phonna, 2018). This is because the information that has been sought by students using the previous CSR strategy can help and make it easier for students to understand the text they are reading. The average difference in reading comprehension skills of explanatory text before and after using the collaborative strategic reading strategy of class XI SMA Pertiwi 1 Padang. Thus, it was concluded that the use of a collaborative strategic reading strategy had a significant effect on the reading comprehension skills of class XI SMA Pertiwi 1 Padang.

Klingner, et. Al (2007, p. 142) CSR is a good teaching strategy for teaching students' reading comprehension and carrying out a multi-component approach used by students or students in implementing several learning strategies in small groups together. Abidin (2012, p. 62) states that the CSR strategy is to increase understanding of a reading text with a learning model that involves students together. This is supported by the results of Novita's research (2018) which revealed that implementing CSR strategies in the classroom will help students improve their reading skills, develop, motivate, increase social interaction in class, and create a positive learning environment.

CONCLUSION

Based on the results of data research and discussion, it can be concluded the following three things. First, the reading comprehension skills of class XI SMA Pertiwi 1 Padang before using the collaborative strategic reading strategy are in the More Than Enough (LdC) qualification with an average score of 68.17. Second, the reading comprehension skills of class XI SMA Pertiwi 1 Padang after using a collaborative strategic reading strategy are at qualification (B) with an average score of 83.37. Third, based on the t-test, the alternative hypothesis (H1) is accepted at a significant level of 95 % and degrees (dk) = n-1 because tcount > ttable, which is 6.104 <1.68. Based on the results of this study, it can be concluded that the use of collaborative strategic reading strategies significantly affects the comprehension skills of class XI SMA Pertiwi 1 Padang students. Therefore, this strategy can be used as an alternative strategy for teaching reading comprehension skills at the senior high school level.

Based on the conclusions of the study, the following suggestions are proposed. First, teachers of Indonesian language studies class XI SMA Pertiwi 1 Padang as input in planning, implementing, and evaluating the learning process can use a collaborative strategic reading strategy so that students are interested in participating in an effective learning process. Second, it is expected that class XI SMA Pertiwi 1 Padang is serious when learning reading comprehension skills. Third, increase knowledge and experience in the field. Fourth, other research can be used as a comparison or reference material that is relevant to this research.

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