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Collaborative Reading Strategy (CRS) in Improving EFL Students' Reading Comprehension

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Abstract: This research aims to examine the effectiveness of CRS strategies in improving reading comprehension skills of the students' of Politeknik Pelayaran Sulawesi Utara. Using quantitative research through pre-experimental design with one group pre-test and post-test, the data analysis statistically carried out using descriptive analysis and Paired Sample T-test. To find that there is a significant effect of using Collaborative Reading Strategy (CRS), the data will be calculated by using SPSS 25.0 application. The results show that CRS strategies have been proven to be effective in improving students' reading comprehension skills. The CRS strategy used is able to help students develop interest in reading and overcome boredom in the learning process. The implementation of Collaborative Reading Strategy (CRS) strategies has proven to be highly effective in improving the reading comprehension skills of the 2nd semester Nautical students at Politeknik Pelayaran Sulawesi Utara. The study revealed a significant increase in students' comprehension abilities, as evidenced by the substantial rise in mean scores from the pre-test to the post-test. The study confirms that CRS is a valuable tool for improving reading comprehension skills among Nautical students. The significant improvement in scores demonstrates that CRS strategies are well-suited to the needs of students in specialized fields, where understanding complex texts is essential.

Keyword: Collaborative Reading Strategy (CRS), EFL Students, Reading Comprehension

INTRODUCTION

Along with the rapid development of technology and communication, mastery of foreign languages is very important in competition in the global world. Through mastering foreign language people can gain broader knowledge because many sources of information are presented in foreign languages (Final & Grau, 2022). In addition, foreign languages also have an important role in every aspect of human life such as education, science, technology, government, economy, and entertainment. Therefore, foreign language skills are very useful as provisions that must be taught to students to face the challenges of the times.

In an effort by the government to provide foreign language skills at the high school, vocational and MA levels in Indonesia, in addition to being taught English, students are also taught other foreign languages, such as German, French, Japanese, and Arabic (Pelenkahu et

al., 2023). Language is a communication tool in the form of verbal and nonverbal. Through language, one can give and convey ideas to others. Language skills are very necessary in understanding information. Therefore, Indonesian learning in schools essentially has the aim of developing BSNP language and literature skills (Hasbi et al., 2022); (Siregar, 2022); (Liando & Tatipang, 2022). Language skills include four aspects, namely the ability to listen, speak, read, and write. These four abilities are taught to students to be able to communicate, both orally and in writing. The four abilities are interrelated and cannot be separated from one another. It shows that every ability is related to the thought process that underlies a person being able to speak.

Reading is one of the four language skills that has an important role as the main key to acquiring knowledge. The learning process as a means to acquire more knowledge involves the ability to read (Lisnawati & Suyadi, 2020). Through reading activities, a person can explore information and communicate easily because he is equipped with adequate vocabulary. According to Wulandari et al., (2022) reading is a means to learn another desired world so that humans can expand knowledge and explore the author's messages in reading materials. Therefore, reading is a mandatory activity for anyone, especially for students. Reading has an important role in learning English, especially in this modern century the delivery of written information is something that cannot be left out in various purposes. As one of the language skills, reading needs to be trained in foreign language learners because by reading one can obtain a variety of basic knowledge such as grammatical knowledge, vocabulary, knowledge related to content, and initial knowledge of reading themes.

Based on the results of observations that have been done by researcher at Politeknik Pelayaran Sulawesi Utara show that students have less ability to read English text, this causes them not to be interested in participating in English learning, so that students' ability to read English is less than optimal. Students still have difficulty in understanding the text, they just read the text and answer questions without understanding the content of the reading as a whole, besides that lack of vocabulary mastery also hinders students' reading comprehension. The process of teaching reading that occurs in class is usually done by the way the lecturer gives assignments to students to read reading material. Before the activity is carried out, the lecturer lectures about the learning material to be learned and provides text for reading material. Furthermore, students carry out discourse reading activities from beginning to end followed by answering questions related to the content of the discourse. If students do not understand the content, the reading is repeated as before.

The implementation of learning shows that students are not given the opportunity to do reading activities through the process that should be, namely the reading preparation stage, the reading stage, and the follow-up activity stage. The follow-up activities that students need are not only answering questions they make in the pre-reading stage, but discussions related to topics can also increase student understanding (Jin et al., 2020). In terms of lecturers, learning still uses conventional techniques, in line with (Jannah, 2020); (Khonamri et al., 2021); (Khori & Ahmad, 2019). In learning to read with conventional techniques, the role of the lecturer is more dominant, the lecturer tells students to read texts, record the meaning of difficult vocabulary, and do a number of questions. The use of conventional learning techniques is considered less attractive to students, makes students passive, and learning is more dominated by lecturers. This is in line with Susanti et al., (2020) learning that is dominated by lecturer work is a reflection of all the potential of students. This clearly hinders the creativity of students in finding their own understanding of the text.

The use of appropriate learning methods / media / techniques will stimulate student activity, attract student interest, and create a pleasant learning atmosphere because techniques are the spearhead of learning in the classroom (Amjadi & Talebi, 2021). Therefore, there is a need for learning techniques that can trigger and force students to actively read English

reading. The technique can later be used by lecturers to improve students' skills in reading comprehension of English. To be able to improve students' reading comprehension skills by utilizing good cooperation between students, there is a reading strategy that can be applied in reading learning, namely Collaborative Reading Strategy.

Referring to above statement, the Collaborative Reading Strategy (CRS) is a combination of reciprocal teaching and cooperative learning. The technique was first used by Klingner and Vaughn in 1998, cited in (Jannah, 2020). In this technique, the lecturer guides students to read the comprehension text and students also work cooperatively in a team of five students. As Bermillo et al., (2022) mentioned that in this CRS technique there are four stages, the first is preview, which is a strategy used to dig up information before reading text, the second is click and clunk, which is a stage to dig up information in the text when they read the text. Then the third stage is get the gist, in this stage students will conclude the main idea of the reading they have read, then the last is wrap up in this stage students will make questions and conclude about what they have learned.

CRS strategies can be carried out individually and in groups to find words that are considered difficult and then jointly find solution (Babapour et al., 2019). Therefore, CRS strategies are expected to be one of the alternative strategies for lecturers in learning reading comprehension that previously only used traditional strategies, namely lectures. Through the use of Collaborative Reading Strategy (CRS) technique, researcher will seek solutions to overcome problems in the field related to English reading comprehension skills. From the background described above, researchers tried to prove the effectiveness of using Collaborative Reading Strategy (CRS) techniques in learning English comprehension reading skills of the 2nd Nautical semester students'of Politeknik Pelayaran Sulawesi Utara in the 2023/2024 academic year.

METHOD

In this study, the researcher use quantitative research through pre-experimental design with one group pre-test and post-test (Arikunto, 2010). The writer will give a pre-test to groups that will be treated. Then conduct treatment. After finishing treatment, the writer will give a post-test. The magnitude of the effect of the treatment can be known more accurately by comparing the results of pre-test with post-test. To make it easier to understand the paradigm of this research can be seen below:

Table 1. Pre-experimental Design

O1 X O2

One group pre – post-test design (Arikunto, 2010)

Where:
O1: Pretest before treatment
X : Treatment
O2: Post-test after treatment

There were two variables in this research namely independent variable and dependent variable. The independent variable was the use of Collaborative Reading Strategy (CRS) and the dependent variable was student's ability in reading comprehension.

The population of this research was the second semester students' of Politeknik Pelayaran Sulawesi Utara, in academic Year 2023/2024 which consisted of 216 students. There were 3 departments, Nautika, Permesinan Kapal and Manajemen Transportasi laut. Each departments have 3 classes.

The sampling techniques that were applied in this research was cluster sampling. Since, the population was huge in number, not all of them were involved as the sample. The researcher chose 30 students of 2nd Semester Nautical class as the sample of this research. This research was conducted in the 2nd Semester in April to July 2024 in Academic Year 2023/2024.

In collecting the data, the researcher used a pre-test and a post-test. The purpose of the pre-test data is to determine the students' reading comprehension skill prior to treatment. Following the treatment, a post-test is to determine the students' ability in reading comprehension skill. This study's instrument is a test. The test will consist of 25 items, 15 fill in the blank narrative story's parts, and 10 identifying the correct answer of multiple-choice test.

This research followed some procedures such as: 1). Stage Before Experiment: before the experiment, a pretest will be carried out in the form of a test on the sample group. The group's pretest scores will be analysed using the mean formula through SPSS 25; 2). Apply CRS strategies in reading comprehension to research samples. This will be done on the basis of having been given a pretest, then the research sample is given treatment (treatment) to determine changes in students' reading comprehension ability; 3). Perform a post-test that is the same shape as the pretest on the research sample. Furthermore, the post-test reading comprehension ability will be used to compare the scores obtained at the time of pretest and post-test.

Since the data representing students' reading abilities are in the form of test score or numeric in nature, statistical data analysis was carried out using descriptive analysis and Paired Sample T-test.

Descriptive Analysis

In data analysis the writer will use pre-test Mean Formula adapted from: Arikunto (2010) as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = the mean score

$\sum x$ = all score of the sample

N = total number of students

Inferential Analysis

Due to the design of this research was for one group pretest-posttest, so the data analysed with the repeated measures or related samples. To find that there is a significant effect of using Collaborative Reading Strategy (CRS) strategy, the data will be calculated by using SPSS 25.0 application. A Paired-samples t-test (also referred to as repeated measures) was use when you have only one group of people (or companies or machines etc.) and you collect data from them on two different occasions or under two different conditions. Pretest and post-test experimental designs are an example of the types of situations where this technique is appropriate (Cohen,1988).

To formulate the inferential analysis, the researcher applied the formulas of hypothesis test which were detailed as follow:

If probability value (p) is lower (<) than alpha value (α), H0 is rejected and H1 is accepted. It indicates that CRS increases effectively students' reading comprehension skill.

If probability value (p) is higher (>) than alpha value (α), H0 is accepted and H1 is rejected. It indicates that CRS does not increase effectively students' reading comprehension skill.

Note:

H0: Null Hypothesis
H1: Alternative Hypothesis

RESULTS AND DISCUSSION

The data gained from a research field are analyzed to get the clear conclusion. The steps that are taken can be classified as the following steps: (1) Data description; (2) Data analysis; and (3) Discussion. These three steps can be classified chronologically and explained clearly as follows:

Data Description

In the following, the results of the statistical descriptive test are presented using SPSS 25.0 to see a general description of the data, namely the scores of the pretest and post-test. Based on the results of the statistical descriptive test bellow, it can be described that the distribution of data found that the average (mean) post-test score of the experimental class was greater than that of the pretest score. In the pretest the highest score is 80 and the lowest score is 40. Whereas in the post-test the highest score is 92 and lowest score is 64. The standard deviation in the pretest is 10.721 and in the post-test is 5.819. The mean score of the students in the pretest is 60.87 and in the post-test is 75.73. This shows that after being given treatment the post-test results for students varied more than the pretest results:

Table 2. The Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretes reading comprehension	30	40	80	1826	60.87	10.721
Postes reading comprehension	30	64	92	2272	75.73	5.819
Valid N (listwise)	30					

Source: SPSS output (processed by researchers, 2024)

Pre-Test Result

The pre-test results illustrate a broad spectrum of reading comprehension skills among the 2nd -semester Nautical students, highlighting both strengths and areas requiring significant improvement. Of the 30 students who participated in the pre-test, the scores ranged from as low as 40 to as high as 80. Notably, the majority of students scored in the range of 54 to 72, with the mean score being 60.87. This average indicates that while some students demonstrate an acceptable level of comprehension, a considerable number of them struggle with understanding complex texts. The lowest score, 40, was achieved by a student who likely faces significant challenges in reading comprehension, whereas the highest score, 80, suggests that a few students possess a relatively strong command of the material.

The distribution of scores reflects the diverse reading abilities within the cohort, which could be attributed to various factors, including prior educational experiences, individual learning styles, and levels of engagement with the course material. For instance, students who scored in the lower range may have had less exposure to academic texts in their previous education or may require additional support to develop effective reading strategies. On the other hand, those who scored higher may have already developed some strategies that enable them to better comprehend and retain information. However, even among the higher-scoring students, there is room for improvement, particularly in achieving more consistent and widespread proficiency across the class.

These pre-test results emphasize the need for an effective intervention, such as the implementation of CRS strategies, to bridge the gap in reading comprehension skills. CRS, with its emphasis on collaborative learning and structured reading strategies, offers a promising approach to address the varying needs of the students. By engaging in peer

discussions, summarizing texts, and actively questioning the material, students are expected to develop a deeper understanding and retention of academic content.

Post-Test Result

The post-test results reveal a marked improvement in the reading comprehension skills of the 2nd-semester Nautical students, underscoring the effectiveness of the CRS strategies implemented during the study. The range of scores increased significantly, with the lowest post-test score being 64 and the highest reaching 92. This is a substantial shift from the pre-test scores, where the lowest was 40, indicating that even the weakest students made considerable progress. The mean score also rose from 60.87 to 75.73, reflecting an overall enhancement in the students' ability to comprehend and engage with the academic texts they encountered.

A closer examination of individual scores further highlights the success of the CRS intervention. For instance, students who initially struggled, such as those scoring in the 40s and 50s during the pre-test, showed remarkable improvement, with post-test scores now ranging between 64 and 76. This improvement can be attributed to the structured and supportive nature of CRS, which encourages students to work collaboratively, discuss their understanding of the texts, and apply specific strategies to decode and retain information. By engaging in these practices, students were able to overcome their initial difficulties and develop more effective reading comprehension skills.

Moreover, students who were already performing relatively well, with pre-test scores in the 70s and 80s, also benefitted from the CRS strategies. These students saw their scores increase, reaching as high as 92, indicating that CRS not only helps lower-performing students but also enhances the skills of those who are already proficient. This suggests that CRS is a versatile and scalable approach, capable of improving comprehension across a wide spectrum of student abilities.

From the results of the normality test calculations that have been carried out for the pretest result, the Z value is 0.956 and the Asymp.Sign is 0.239. Because the value of Z and Asymp.Sign ≥ 0.05, it can be concluded that the average data in the pretest result is normally distributed.

While the normality test in the post-test result obtained a Z value namely 0.950 and an Asymp.Sign of 0.172. Because the value of Z and Asymp.Sign ≥ 0.05, it can be concluded that the average data in the post-test result is also normally distributed. So, it can be concluded from the calculation of the normality test that has been done that the distribution of data in the pretest and post-test result is normally distributed.

Table 3. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest CRS	.150	30	.081	.956	30	.239
Posttest CRS	.182	30	.013	.950	30	.172

Source: SPSS output (processed by researchers, 2024)

Based on the hypothesis testing criteria that if data has a sig value > 0.05 significance level, then Ho is accepted (sig > 0.05) and Ha is rejected. Whereas If the data has a sig value < significance level then Ho is rejected (sig < 0.05) and Ha is accepted.

From the SPSS 25.0 calculation results in table 4.5, the sig value is obtained. (2-tailed) of 0,000. In the hypothesis testing criteria, if sig (2-tailed) < 0.05 or 0.000 < 0.05 then the hypothesis results Ho is rejected and Ha is accepted. So it can be concluded that the results of the t-test analysis show that there is a significant difference in the value of student learning outcomes before and after CRS.

Table 3. Tests of Normality

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretes reading comprehension - Postes reading comprehension	-14.867	7.569	1.382	-17.693	-12.040	-10.758	29	.000

Source: SPSS output (processed by researchers, 2024)

The results of this research show that CRS strategies have been proven to be effective in improving students' reading comprehension skills. The CRS strategy used is able to help students develop interest in reading and overcome boredom in the learning process. This is in line with the statement from Vaughn dan Bos (2009: 337) in the book which titled “Strategies for Teaching Student with Learning and Behavior Problems” which states that CRS strategy is a multicomponent strategy. The use of comprehension strategies is able to train or guide students in groups or groups, and practice what they have learned.

The results of this research support the theory that has been put forward and are in accordance with the research objectives, namely to test the effectiveness of CRS strategies in learning reading comprehension for students of 2nd Semester Nautika Politeknik Pelayaran Sulawesi Utara. The research was in line with the previous related researcher which was discussed in Chapter II. One of the research was conducted by Rafi Riyawi (2018), entitled The Effect of Applying Collaborative Reading Strategy (CRS) Towards Students’ Reading Comprehension at the Eighth Grade of MTs Hubbulwathan Duri. This research design was pre-experimental. The objective of his study is to find out the effectiveness of applying Collaborative Reading Strategy (CRS) on students’ reading comprehension. The research finding shows that there was a significant effect of using CRS on students’ reading comprehension.

Reading comprehension is a fundamental skill that underpins academic success across various disciplines, particularly in specialized fields like maritime education. For Nautical students at Politeknik Pelayaran Sulawesi Utara, mastering this skill is crucial not only for understanding complex technical texts but also for ensuring competence in their future professional roles where accurate interpretation of maritime literature and documentation is imperative. Despite the importance of reading comprehension, many students in this program struggle with understanding and retaining the information presented in academic texts. Traditional teaching methods often fall short in addressing the diverse learning needs of these students, leading to a gap in comprehension skills that can have significant implications for their academic performance and future careers. It is within this context that the implementation of Collaborative Reading Strategy (CRS) strategies is explored as a potential solution to enhance reading comprehension skills among 2nd -semester Nautical students. CRS, a method that combines cooperative learning with reading strategies, has shown promise in various educational settings for improving students' understanding and retention of complex texts.

The study investigates the effectiveness of CRS in improving the reading comprehension skills of Nautical students, focusing on its applicability in a maritime education context. CRS involves students working together in small groups to apply strategies such as previewing, clicking and clunking (identifying known and unknown words

or concepts), getting the gist (summarizing), and wrapping up (reviewing and questioning). By engaging students actively in the reading process and encouraging peer collaboration, CRS not only aims to enhance comprehension but also fosters critical thinking, teamwork, and communication skills—attributes essential for success in the maritime industry. This research seeks to determine whether CRS can bridge the comprehension gap observed in Nautical students by providing them with a structured approach to tackling challenging texts. The findings from this study will contribute to the growing body of literature on reading strategies in specialized education and offer practical insights for educators at Politeknik Pelayaran Sulawesi Utara on how to effectively integrate CRS into their curriculum to boost students' academic outcomes.

The implementation of Collaborative Reading Strategy (CRS) strategies has proven to be highly effective in improving the reading comprehension skills of the 2nd semester Nautical students at Politeknik Pelayaran Sulawesi Utara. The study revealed a significant increase in students' comprehension abilities, as evidenced by the substantial rise in mean scores from the pre-test to the post-test. This improvement highlights the positive impact of CRS on students' ability to understand and engage with complex academic texts, which is crucial in a specialized field like maritime studies.

The success of CRS can be attributed to its structured approach, which includes key strategies such as previewing, identifying challenging words, summarizing, and reviewing content. These strategies have enabled students to break down difficult texts into manageable parts, leading to better retention and comprehension.

Furthermore, the collaborative nature of CRS has played a vital role in enhancing students' reading skills. By working in groups, students were able to learn from one another, clarify their understanding, and develop critical thinking skills. The peer interaction fostered by CRS not only helped in reinforcing comprehension but also boosted students' confidence in their reading abilities. This collaborative environment was particularly beneficial for students who initially struggled with comprehension, as it provided them with the support needed to improve. The overall increase in post-test scores reflects the effectiveness of CRS in creating a more inclusive and supportive learning environment that caters to the diverse needs of students.

The study confirms that CRS is a valuable tool for improving reading comprehension skills among Nautical students. The significant improvement in scores demonstrates that CRS strategies are well-suited to the needs of students in specialized fields, where understanding complex texts is essential. The success of CRS in this context suggests that it could be effectively applied in other educational settings as well, particularly where reading comprehension is a critical component of academic success. By equipping students with the strategies and collaborative skills needed to tackle challenging texts, CRS not only enhances their academic performance but also prepares them for the demands of their future professional careers.

CONCLUSION

The implementation of Collaborative Reading Strategy (CRS) strategies has proven to be highly effective in improving the reading comprehension skills of the 2nd semester Nautical students at Politeknik Pelayaran Sulawesi Utara. The study revealed a significant increase in students' comprehension abilities, as evidenced by the substantial rise in mean scores from the pre-test to the post-test.

There is a significant difference between the result of students' pretest and post-test score. it proved by the result of mean gained score from both result that showed the post-test score got higher result than the pretest score. It also proved by the the sig value is obtained (2-tailed) of 0,000. In the hypothesis testing criteria, if sig (2-tailed) < 0.05 or 0.000 < 0.05

then the hypothesis results Ho is rejected and Ha is accepted. So it can be concluded that the results of the t-test analysis show that there is a significant difference in the value of student learning outcomes before and after CRS.

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