Improving Students' Reading Ability of Report Text by Using Collaborative Strategic Reading (CSR) Method at Grade X SMA Negeri 1 Batang Toru

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Abstract:

This research intends to: 1) Analyze the improvement of students' reading ability related to report text following the introduction of the Collaborative Strategic Reading (CSR) technique in grade X SMA Negeri 1 Batang Toru. 2) Identify the variations in reading skills between students utilizing the CSR method compared to conventional methods. 3) Assess students' answers to the deployment of the CSR approach in the reading comprehension process. This study applies Classroom Action Research (CAR) methodology with 36 kids as subjects, of whom 33 participated. Data-gathering approaches were accomplished using tests, questionnaires, and observations. The data reveal that the average score of students in the pre-test was 63.75, or 41.66%, whereas the post-test average jumped to 71.25, or 70.25%. The percentage of pupils achieving the Minimum Completeness Criteria (KKM) in the pre-test was 22.22%, increasing to 70.25% in the post-test. Students' answers to the CSR technique were also positive, with 75% expressing favorable feedback. The findings reveal that the application of the Collaborative Strategic Reading (CSR) approach is helpful in boosting students' reading abilities regarding report materials at SMA Negeri 1 Batang Toru.

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1. Introduction

Reading ability is a fundamental talent that is vital in education, especially at the secondary school level. In the context of learning, effective reading skills not only assist students in understanding academic materials but also strengthen their analytical and critical thinking ability. Report texts, which are regularly used in numerous areas, demand in-depth comprehension to assess material and generate proper conclusions. However, many students struggle to comprehend report texts. Factors such as a lack of efficient reading skills, limited motivation, and insufficient engagement in the learning process can impair their ability. Therefore, it is vital to explore strategies that can considerably increase kids' reading skills.

One interesting option is Collaborative Strategic Reading (CSR). CSR is a strategy that blends reading skills with group collaboration, where students work together to grasp texts more deeply. This strategy not only focuses on individual comprehension but also

stimulates interaction and discussion among students, providing an active and collaborative learning environment.

Recent research indicates that CSR is effective in enhancing students' reading abilities. For instance, a study by Suswanti, H. (2021) indicated that CSR can increase reading comprehension skills among secondary school pupils. Additionally, Kusumawati et al. (2022) revealed that the application of CSR not only improved reading skills but also raised students' enthusiasm to learn. Based on these findings, this research intends to evaluate the efficiency of the CSR technique in increasing students' reading abilities about report materials at SMA Negeri 1 Batang Toru. It is intended that the outcomes of this study would contribute favorably to reading instruction techniques in schools and assist children in acquiring improved reading proficiency.

This study focuses on reading report texts, which is one of the elements in the English lesson for SMA Negeri 1 Batang Toru, particularly for tenth-grade students. In this framework, pupils must read successfully, and teachers should select relevant materials for education. This research will apply approaches for teaching reading with the title "Improving Students' Reading Ability of Report Text By Using Collaborative Strategic Reading (CSR) Method At Grade X Sma Negeri 1 Batang Toru."

Based on the statement above, the researcher will use report texts in their study by implementing the Collaborative Strategic Reading (CSR) method, as this technique is deemed suitable for the title "Improving Students' Reading Ability of Report Text By Using Collaborative Strategic Reading (CSR) Method At Grade X Sma Negeri 1 Batang Toru." The adoption of the Collaborative Strategic Reading method is supposed to assist students in better grasping the report materials they read while also boosting their creativity in expressing ideas through reading. Furthermore, the Collaborative Strategic Reading technique can improve students' interest and motivation to be more active in the learning process, therefore making it more effective in accomplishing the goal of increasing reading abilities for report texts.

2. Literature Review
2.1 Definition of Reading

Reading is a critical activity aimed at acquiring information, knowledge, and comprehension. It acts as a fundamental ability that underpins schooling and personal development. Through reading, individuals can access a vast range of information, enabling them to learn from numerous subjects and perspectives. This accords with the position of Sari, R. (2021), who argue that reading is a fundamental component of education, acting as the "bedrock" for all learning experiences. They underline that building a reading habit from an early age is vital for fostering a culture of literacy, which increases critical thinking and empowers children to engage more successfully in their academic and social surroundings.

Moreover, reading is an intrinsic element of daily life, permeating many activities and circumstances. As observed by Satria,et al. (2022), "Reading is not merely a skill but a crucial element of communication that enables individuals to navigate the complexities of information in today's society." This perspective stresses that reading equips individuals with the necessary capabilities to absorb and critically assess the large amount of information available in the modern world. It has a key role in producing Informed citizens who can participate actively in public conversation. "Reading is one of the four language skills, reading is a procedure carried out and employed by the reader to obtain message, which the writer intends to transmit through words or written language, or Reading is learning language patterns from the written picture"(Parapat & Huda 2022).

In addition to its educational relevance, reading also stimulates personal growth. It stimulates curiosity, imagination, and empathy by introducing readers to varied perspectives and experiences. According to Farsole Dhyani Vashi, A. (2023) , "Reading literature enhances emotional intelligence by allowing readers to experience different viewpoints and emotions, which is essential for personal development and social interaction." This underlines the varied benefits of reading, stretching beyond academic performance to embrace emotional and social dimensions.

Furthermore, reading is intimately linked to lifelong learning. In a quickly changing environment, the ability to read critically and grasp complex texts is vital for adjusting to new information and difficulties. As stated by Bråten, I., & Braasch, J. L. G. (2017), "Reading fosters a mindset of continuous learning, enabling individuals to remain informed and adaptable in an ever-evolving landscape." This underscores the necessity of fostering excellent reading abilities to prepare individuals for future uncertainties.

In summary, reading is a diverse activity that is important to education, essential for personal growth, and crucial for navigating the complexities of modern life. It helps individuals to acquire knowledge, develop critical thinking skills, and engage with the world around them, making it important in today's information-driven culture.

2.2 *Report Text*

Report text is a kind of writing that tries to give information about a certain subject or phenomenon in a structured and instructive manner. Unlike descriptive writings that focus on producing vivid images through sensory details, report texts are primarily concerned with delivering factual information and generalizations about a given topic. This sort of text is widely employed in academic and scientific contexts, when clarity and accuracy are vital.

Typically, report texts are divided into two primary sections: the general statement, which introduces the subject being reported, and the description or classification, which offers comprehensive information about the subject's features, actions, or functions. This framework assists readers to obtain a clear knowledge of the issue, aiding the absorption

of information. According to Vian Junior, O. (2018), report materials are commonly written in the present tense, which helps convey information as current and relevant.

In educational settings, teaching students how to produce report texts is vital for improving their research and analytical skills. Students learn to gather knowledge from numerous sources, synthesize it, and present it rationally and coherently. This technique not only boosts their writing ability but also fosters critical thinking and comprehension skills. As mentioned by Safford, K. (2016), good report writing requires students to employ proper terminology and linguistic structures, ensuring that the material is delivered clearly and understandably.

Moreover, report texts play a key role in scientific literacy, as they enable students to connect with complex information and express their findings effectively. By mastering report writing, students become more ready to participate in academic conversations and contribute to knowledge in numerous domains.

Report texts typically utilize the present tense, conveying information as current and factual. Additionally, they often employ general nouns, linking verbs, and technical terms that enhance clarity and precision (Safford, K. (2016); Fountas & Pinnell, 2021). This structured approach aids in comprehension and logically organizes the information, making it easier for readers to follow. Understanding the generic structure of report text is essential for students as it supports the development of their writing and analytical skills. By mastering this structure, students can effectively communicate their findings and observations in a clear and organized manner, which is crucial in both academic and professional contexts.

2.3 Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is an instructional strategy aimed to promote reading comprehension among students, particularly in core area learning. CSR blends reading skills with cooperative learning, allowing students to work in small groups to improve their knowledge of texts. The primary components of CSR include:

1. Preview the Text: Students activate past knowledge and generate predictions about the material by analyzing headings, key terms, and pictures before reading;
2. Click and Clunk: During reading, students monitor their comprehension by indicating sections of the text they comprehend (clicks) and those they find problematic (clunks). They then utilize fix-up procedures to address these clunks;
3. Get the Gist: Students describe the key concepts of the text in their own words, focusing on the most important material;
4. Wrap Up: After reading, students reflect on what they have learned, generate questions, and discuss the major themes as a group.

CSR has been demonstrated to be beneficial in increasing reading comprehension skills, particularly for kids with learning difficulties and English language learners. Research reveals that CSR not only promotes comprehension but also fosters cooperative abilities among students, leading to greater overall academic performance.

3. Method

The type of research used in this study is Classroom Action Research (CAR). The CAR model referenced in this research is based on Kurt Lewin's model in Rezzi (2020), which consists of four components: 1) Planning, 2) Action, 3) Observation, 4) Reflection. What instructors need to address in their own classes is through self-reflection with the purpose of enhancing their performance as teachers, so that student learning outcomes in reading report texts in grade X at SMA Negeri 1 Batang Toru can improve.

The Procedure of the Research This research was collaborative and reflective classroom action research which strives to made continual improvements in learning processes. This classroom action research was carried out in cycles. If the success indicators for cycle I have not been attained then it will continue to the next cycle. Each cycle consists of four parts, namely preparation, action, observation, reflection.

The research collected the data by using multiple choice test, observation, and questionnaire to find out direct class activities done in the class during the processed of teaching reading report text.

The test used to determine the extent of students' abilities in accepting and working on problems and used to seen students' understanding in reading report texts. Arikunto in Rezzi (2020) stated that test is line of question, practices, or the other tools which are used to measured skill, intelligence, knowledge, ability or talent owned by individual They are pre-test and pos-test cycle (cycle I and ceycle II). Meanwhile, for the pretest, the researcher provided essay texts, and for the posttest, the researcher administered essay tests conducted in groups. This method involves collaboration among students to read and discuss the texts together, as intended with the CSR method used for this research.

The questionnaire is used to determine student responses to the use of the Collaborative Strategic Reading method in improving reading skills of report texts during the learning process. The questionnaire is prepared with statements ranging from very positive to very negative, with alternative answer choices being Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The type of questionnaire used is a closed questionnaire, where respondents or students are asked to choose one of the alternative answers provided to respond to the questions. Student responses to the use of the Collaborative Strategic Reading method are considered Positive if the student response reaches 75% and considered Negative if the student response reaches 70% on the questionnaire test.

The researcher collected data using multiple choice tests to determine the directed class activities conducted during the reading instruction process. After that, the researcher taught and gathered information about the aspects involved in the class activities. This observation aims to see how students read as a subject taught by the researcher by implementing a learning cycle based on a genre approach and using the Collaborative Strategic Reading (CSR) method to evaluate students' ability to read report text.

The analysis used in this research is report data analysis of student learning outcomes obtained through observations and assessments. The collected data are analyzed using report statistics, including mean, median, and mode. The aim of this research is to accurately describe students' reading abilities after implementing the Collaborative Strategic Reading (CSR) method. The analysis is cyclical, where the results from the first cycle are used for reflection and adjustments in the subsequent cycle, supporting the enhancement of teaching strategies and student engagement in reading.

4. Results

The results of the student pre-test were conducted to determine student achievement before carrying out cycle I. The observation was conducted on August 25, 2025, starting at 1:45 PM. The pre-test required students to read the texts and complete 100 multiple-choice questions individually. In this study, the researcher provided four report texts. After that, the researcher asked the students to read the texts independently before answering the multiple-choice questions.

The results of the pre-test show that 11 out of 36 students met the Minimum Completed Criteria (KKM), while the others failed or were below the KKM. On the other hand, it can be said that only 11 students were able to read English texts and answer the questions well. This test aims to determine the extent of students' abilities in reading and answering report text questions without using the Collaborative Strategic Reading method.

In cycle I, the reflection results found by the researcher indicate that students still cause disruptions in class due to the large number of students, which hinders their ability to master the material during learning. The researcher needs to change the learning method from individual to group work. This change is necessary because many students were not focused when working on individual assignments. In tests with these questions, there were still many students who were unable to answer as expected. Therefore, the researcher needs to reduce the number of paragraphs in the report text, as students did not understand the meaning and language being tested, leading to a tendency to avoid reading when answering questions. Consequently, students must be more active in asking the researcher, as the teacher, when they do not understand the lesson.

Based on the description above, the researcher can conclude that after analyzing the results of actions in cycle I, students' reading ability of report texts is still low. This is indicated by the average in cycle I. The researcher also calculated the Minimum

Completed Criteria (KKM) of 75. From this figure, the number of students who passed is 15 out of 36 students. There are 21 students out of 36 who did not pass. In cycle I, students obtained a proficiency level percentage of 41.66%.

Based on several previous explanations, it appears from the results of observations that student activities have not achieved the expected goals. From the category aspect, it was considered that the qualification value was still lacking. This shows that student activity was still passive in learning; therefore, it should be improved in the next cycle. If student activity increases, student learning outcomes or learning creativity will also increase. Then the researcher continued to cycle II or the next cycle.

The actions and observations in cycle II, the advantages of the learning process are that students are very enthusiastic about reading report texts because, in the learning activities, the researcher maximally guided the learning process. Observing the students' ability to read report texts and also read instructions from the multiple-choice question sheets conducted during the learning activities in cycle II, students have achieved the maximum point.

The researcher reflected that the collaborative strategic reading technique worked very well in cycle II. This can be seen from the tests in cycle II, where there were nine students who did not achieve the KKM because 3 of them were absent. Thus, it can be said that the collaborative strategic reading technique can improve the reading ability of report texts for grade X students at SMA N 1 Batang Toru. She believes that based on the questionnaire, the reading activity of students on report texts in cycle II is more active in obtaining information or understanding about reading report texts. It can be concluded that students are increasingly interested in learning because 75% of students' responses using the collaborative strategic reading technique were positive.

Based on the explanation above, the researcher and collaborator finally decided to complete cycle II, because the researcher has successfully achieved the target in this research. In other words, the researcher has just gained hope in teaching students to read report texts through the CSR method in grade X at SMA N 1 Batang Toru. This means that the researcher only included students who achieved the KKM, with more than 70,25% of students meeting the KKM.

5. Discussion

Based on the results of the research above, this study investigates the improvement of students' reading skills in report texts through the CSR method in grade X at SMA N 1 Batang Toru. Based on the average scores and percentages from the pre-test to cycle II, it can be seen that before applying the CSR method, the researcher described the data results from the pre-Test. In the pre-test, the average learning score without applying the CSR method was 58,05.

Next, the researcher calculated the percentage of students' reading scores to find out which students passed the KKM. In the pre-cycle, it can be seen that the percentage of those who passed the KKM was 41.66%. This means that only 15 students passed the KKM (75), and there were 21 students who scored below the KKM. This indicates that the students were not successful in cycle I.

Furthermore, the average result for cycle II was 71,25, and it was observed that students' reading skills increased by 70,25%. Then, the percentage of students who completed the KKM in cycle II was 75%. The target for success in action research is 75%. This shows that out of 27 students who passed the KKM, there were 9 students who scored below the KKM. This meets the criteria for action research, which is Good. The results of student responses using the CSR method in the form of a questionnaire were 75% with Positive Responses. There were 27 student responses who chose Yes, 7 student responses who chose sometimes, and 2 student responses who chose No.

Based on the explanations above, it can be concluded that the percentage of students completing the KKM increased from 41.66% to 70,25% in cycle II, and student responses using the CSR method at 75% indicated a Positive response. Therefore, student learning outcomes and learning using the CSR method successfully improved the reading skills of grade X students in SMA N 1 Batang Toru.

6. Conclusion

Based on the formulation of the problem in Chapter I, then the conclusions of this research could be explained as followed: 1. The results of the data description show that the reading scores of students without using the CSR method in grade X at SMA N 1 Batang Toru are 22.22%, which can be considered sufficient criteria. When students do not use the CSR method, they do not participate in reading in class, discussing, and also feel bored while reading the text. Next, the researcher calculated the percentage of students' reading scores to determine which students passed the KKM. In the pre-cycle, it can be seen that the percentage of those who passed the KKM was 41.66%.

This means that only 15 students passed the KKM (75), and 21 students scored below the KKM. This indicates that the students were not successful in cycle I. Furthermore, the average result for cycle II was 71.25, and it was observed that students' reading skills for report texts increased by 70,25%. Then, the percentage of students who completed the KKM in cycle II was 70,25%. The target for success in action research is 70,25%. This indicates that out of 27 students who passed the KKM, there were 9 students who scored below the KKM. This has met the criteria for action research, which is Good. 2. The researcher obtained the results of student responses using the CSR method, where there were 27 student responses who chose Yes, 7 student responses who chose sometimes, and 2 student responses who chose No.

The data description results showed that the students' scores in improving their reading skills for report texts using the CSR method are 75%, which can be considered a good criterion. When using the CSR method, students understand better, are more active, and are interested in learning to read report texts. This can be seen from the results of student responses through questionnaires. Students were very enthusiastic about reading report texts during the two cycles and their responses during discussions. There are several advantages and disadvantages in learning this method, including; the advantages of teaching CSR are that it helps in developing word recognition, learning context clues, assists in learning spelling, is fun, and makes students more proficient in remembering words. The disadvantage of this technique is that a lot of time is wasted while working on it.

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