

# Enhancing Literal and Interpretive Reading Comprehension through Collaborative Strategic Reading

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**Abstract**—The study proposed the use of collaborative strategic reading to enhance the students' comprehension in reading narrative text. The study focused on literal and interpretive comprehension. The sample were the tenth grade students in MAN Pinrang which consisted of 28 students in A group and 28 students in B group that were taken randomly. The study used quasi experimental design. Reading test in form of multiple choice and true-false was used in collecting data. As the result, before giving treatment in A group by using collaborative strategic reading, the students' comprehension in reading text was low. The lowest score was 20 and the highest score was 60. After giving treatment, the score was improvement that was 76.67 for the highest score while the lowest score was 40. It correlated to the mean score result of post-test that A group score was (64,88) higher than the result of B group (52.02). It was also correlated on the value of t-test (5.28) that was higher than the value of t-table (2.021). Moreover, the posttest mean score result of A group in literal comprehension (69.29) was higher than the B group (60.54) and for interpretive comprehension (56.07) was higher than B group (34.29). So, Collaborative Strategic Reading (CSR) enhances the tenth grade students' literal and interpretive comprehension in reading narrative text.

**Keywords**—reading comprehension, literal reading, interpretive reading, collaborative strategic reading, narrative text.

## I. INTRODUCTION

Reading is a complex activity that need the high concentration. The main aim of reading is finding information of the context and understanding the main idea of the text. Moreover, reading is one of language skills as [1], stated that reading is one of four language arts such as listening, reading, speaking and writing. Reading will also give benefits for students to grow and develop in their society. It is observed that the people who enjoy reading can reach their comprehension in reading, have comparatively higher knowledge and also have higher creativity. [2] Points out the reading comprehension as “the understanding to what has

been read”. It is also as a significant cognitive activity of society and it is as key role in accepting knowledge and understanding the world [3]. Thus, Cooper [4] stated that comprehension is the way reader build up meaning from the interaction with the text that the reader should understand the reading passage. However, being a good reader is not easy for most of the students because they always keep in their mind if reading is boring activity, they do not have motivation in reading, so the students do not have the ability to read. Comprehension in reading is a person's ability to do reading activities in getting information from the text [5]. In this case, understanding in reading refers to ability of students in understanding all the content. As the stated [6], the goal of reading is the way of someone in understanding the content of reading text.

Talking about level reading comprehension, [7] there are four level of reading comprehension such as literal, interpretive, critical, and creative reading. This study focused on literal and interpretive comprehension of the tenth grade students in MAN Pinrang. Most students of the tenth grade was still difficult in reading, they feel difficult to remember and catch the main idea what they have read if they just read once or twice. According to Hayon [8], understanding text depends on the reader and the text itself. The basic thing in understanding the text, must have reading skill and reading strategy. This study focused on understanding narrative text. Narrative text is written text based on the events that have happened [9]. The introduced and taught a narrative text aims to enhance knowledge and amuse the student [10]. CSR strategy was the way used in this study to solve the difficulties in reading especially in reading narrative text. It was multicomponent strategy that can guide the students in group. There are two steps in implementing CSR. Firstly, the students study four ways such as preview, click and clunk, get the gist and wrap up. Secondly, the students were divided in cooperative group for implementing CSR [11].

**II. METHOD**

This study focused on quantitative study namely Quasi-Experimental Design. It focused on two classes namely A group and B group. Two variables involved in this study, independent variable is Collaborative Strategic Reading (CSR) while dependent variable is the students' literal and interpretive reading comprehension. The population was the tenth grade students of MAN Pinrang and the sample consisted of 28 students of A class and 28 students of B class that was taken by using cluster random sampling. Reading test which consisted of multiple choice test and true-false test in pretest and posttest was the instrument of the study. It consisted 30 questions, 20 were made in multiple choices, and 10 were made in true-false test.

In collecting data, there were three steps. The first is pretest. That was the way to know the students' comprehension in reading narrative text before treatment. Secondly is treatment. A class was treated by using Collaborative Strategic Reading (CSR) for three meetings while the B class was treated by using classical method for three meetings. The materials taught to both of classes were the same. The last step in collecting data was post-test. The reading test was given both for A class and B class as the posttest and given the score. The data collected through the test was analyzed quantitatively. Calculating mean score, frequency, percentage, standard deviation and t-test used SPSS software (Statistic Product Service Solution analysis).

**III. RESULT**

Thus, the result of study covered result data analysis about the enhancement students' literal and interpretive comprehension in reading narrative text by using Collaborative Strategic Reading (CSR) which was collected from 28 students in each of A and B group by using multiple-choice test and true-false. There was the improvement of students' score in reading comprehension after giving treatment.

TABLE I. CATEGORY OF SCORE [12]

Mastery Level	Category
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
< 40	Very Poor

**A. The Pretest and Post-test Score of students in A Group Using Collaborative Strategic Reading**

As the result, the highest score of pretest in A group was 60 and 20 was the lowest score. Thus, the highest score of post-test was 76.67 and the lowest score was 40. Before giving treatment in A group by using Collaborative Strategic Reading (CSR). No student got very good score and good score. But,

there were 7 (25%) students gained fair score, 12 (42.86 %) gained poor score and 9 (32.14 %) gained very poor score. After giving treatment, 10 (35.71%) students gained good score, 13 (46.43 %) fair score, 4 (14.29 %) fair score and 1 (3.57 %) gained very low score.

**B. The Pretest and Post-test Score in B Group Using Classical Method**

Thus, for B group, the highest score of pretest was 53.33 and the lowest score was 26.67. Then, the highest score of post-test was 66.67 and the lowest score was 43.33. Before giving treatment in B group, no student got very good score, good score and fair score. 16 (57.14%) students got poor score, 12 (42.86 %) got very poor score. After giving treatment, 8 (28.57 %) students gained fair score, 20 (71.43 %) gained poor score, and no student gained very poor score.

**C. The Pretest and Post-test Score of A Group in Literal Comprehension**

Before giving treatment, no student gained very good score, but there was 1 (3.57%) gained good score, 11 (39.29 %) gained fair score, 12 (42.86 %) gained poor score and 4 (14.28 %) gained very poor score. After giving treatment, 1 (3.57%) student gained very good score, 14 (50 %) gained good score, 9 (32.14 %) gained fair score, 3 (10.71 %) poor score and 1 (3.57 %) very poor score.

**D. The Pretest and Post-test Score of B Group in Literal Comprehension**

Before giving treatment, no student produced very good score and good score. 9 (32.14 %) students produced fair score, 13 (46.43 %) produced poor score, and 6 (21.43 %) produced very poor score. After giving treatment, 2 (7.14 %) students produced good score, 17 (60.71 %) fair score, 9 (32.14 %) poor score, and no student produced very poor score.

**E. The Pretest and Post-test Score of A Group in Interpretive Comprehension**

Before giving treatment of A group in interpretive comprehension, neither very good score nor good score were produced, 1 (3.57 %) student produced fair score, 7 (25%) produced poor score, and 20 (71.43 %) produced very poor score. After giving treatment, 19 (67.86 %) students produced fair score, 4 (14.29 %) poor score, and 5 (17.85 %) produced very poor score.

**F. The Pretest and Post-test Score of B Group in Interpretive Comprehension**

Before giving treatment in B group, no student gained very good score, good score, and fair score, but 1 (3.57 %) gained poor score, and 27 (96.43 %) gained very poor score. After giving treatment, 2 (7.14 %) got fair score, 3 (10.72 %) got poor score, and 23 (82.14) gained very poor score.

G. The Mean Score and Standard Deviation

TABLE II. MEAN SCORE AND STANDARD DEVIATION OF A AND B GROUP

Group	Pretest		Posttest	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
A	46.31	11.31	64.88	11.02
B	41.90	7.98	52.02	6.69

There was the improvement of students' reading comprehension for A group. As the table 2, mean score in pretest of A group was 46.31 that improve being 64.88 in posttest. While, for B group was 41.90 being 52.02. As the explanation, the use of collaborative starategic reading give significant improvement than the use of classical method. Also, the result can be seen in following grafic.

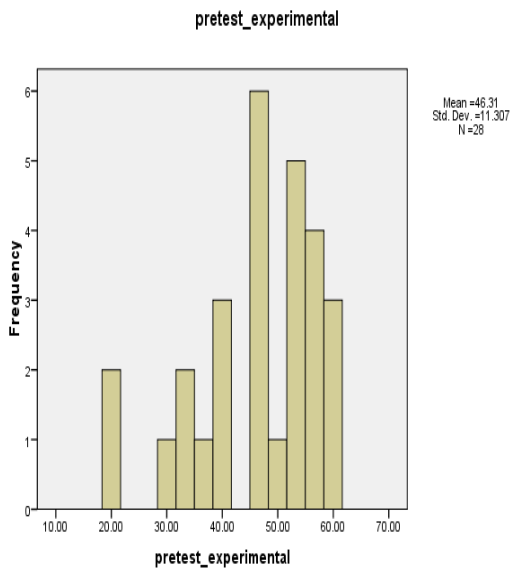


Fig. 1. Pretest result of A group

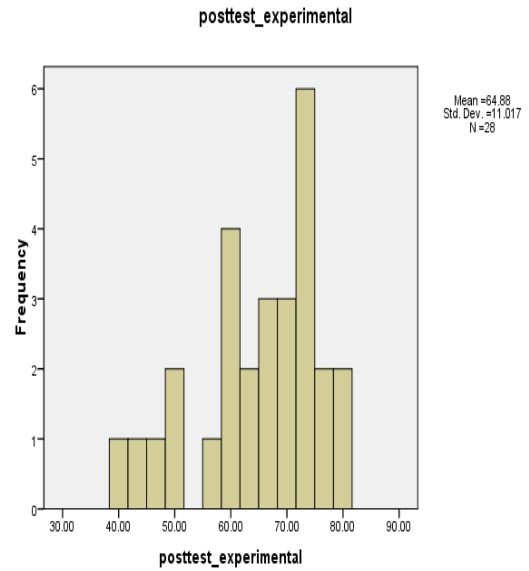


Fig. 2. Posttest result of A group

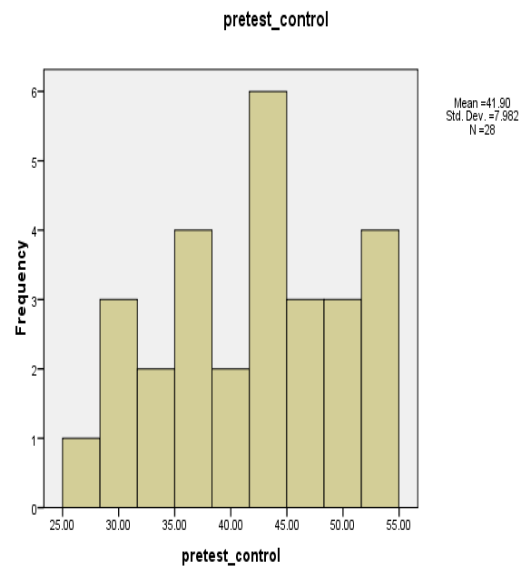


Fig. 3. Pretest result of B group

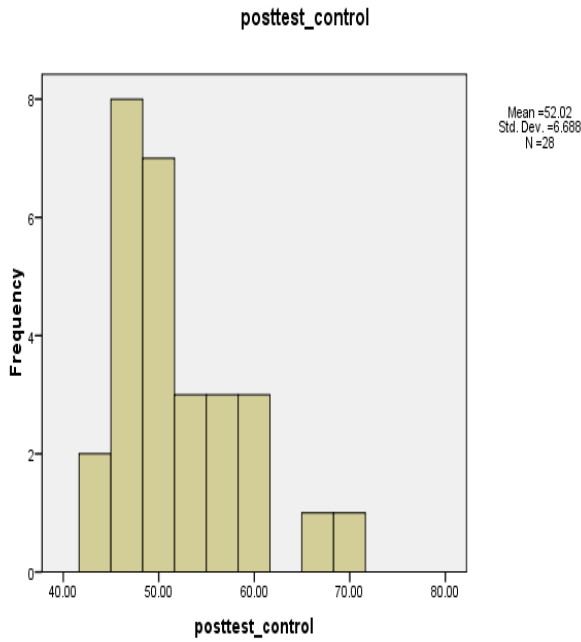


Fig. 4. Posttest result of B group

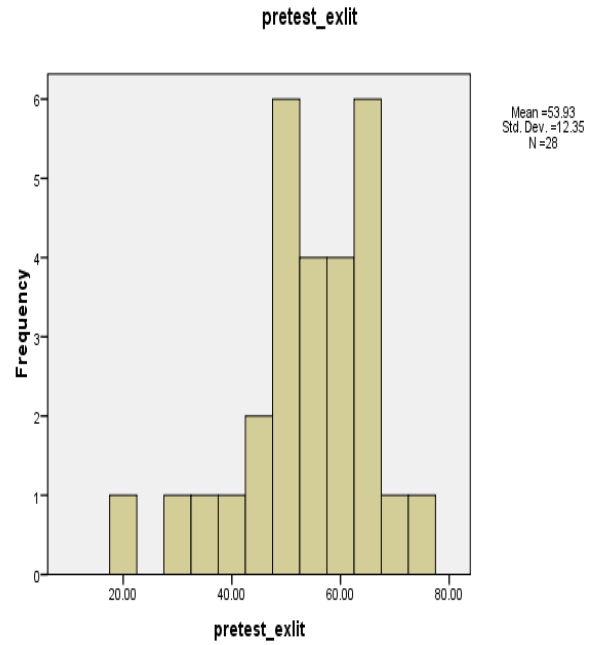


Fig. 5. Pretest result of A group in literal level

*H. Mean Score and Standard Deviation of Each Level Comprehension*

TABLE III. MEAN SCORE AND STANDARD DEVIATION IN LITERAL COMPREHENSION

Group	Pretest		Posttest	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
A	53.93	12.35	69.29	13.17
B	51.79	9.83	60.54	7.37

In literal level of A group, the improvement of students' comprehension in reading narrative text was based on table 3 that mean score was 53.93 that improve being 69.29 in posttest. While, for B group was 51.79 being 60.54.

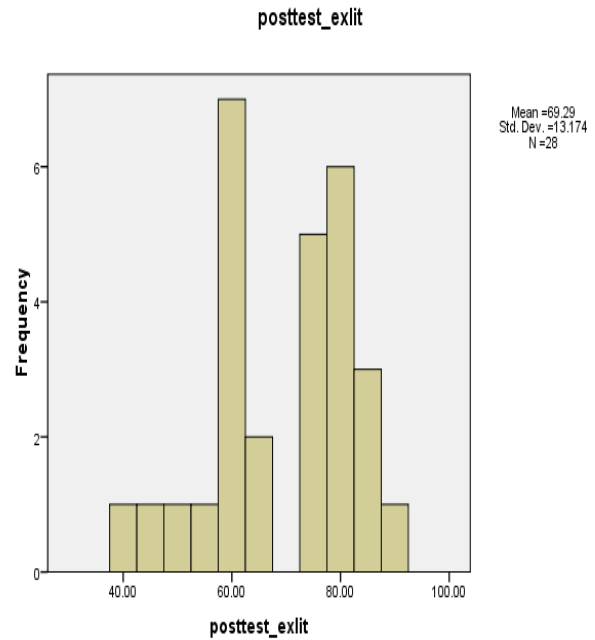


Fig. 6. Posttest of A group in literal level

TABLE IV. MEAN SCORE AND STANDARD DEVIATION IN INTERPRETIVE COMPREHENSION.

Group	Pretest		Posttest	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
A	31.07	16.41	56.07	12.27
B	21.79	11.88	34.28	11.68

Focusing on interpretive level, the improvement happened. The mean score in pretest of A group was 31.07 that improve being 56.07 in posttest while for B group was 21.79 being 34.28. The result also can be seen in following grafic.

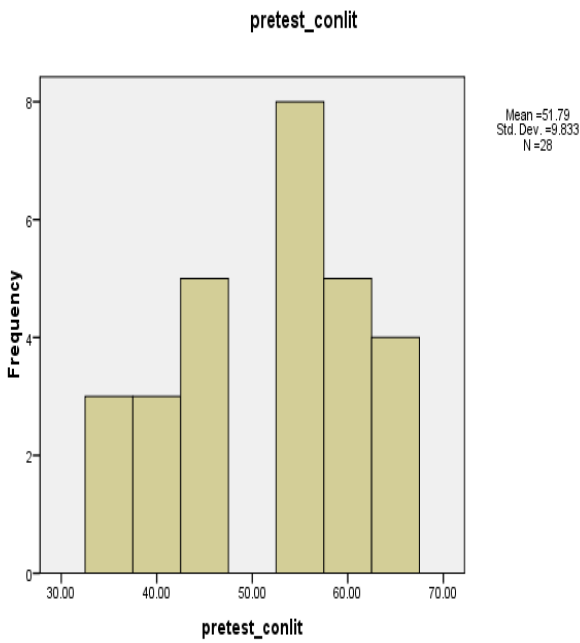


Fig. 7. Pretest result of B group in literal level

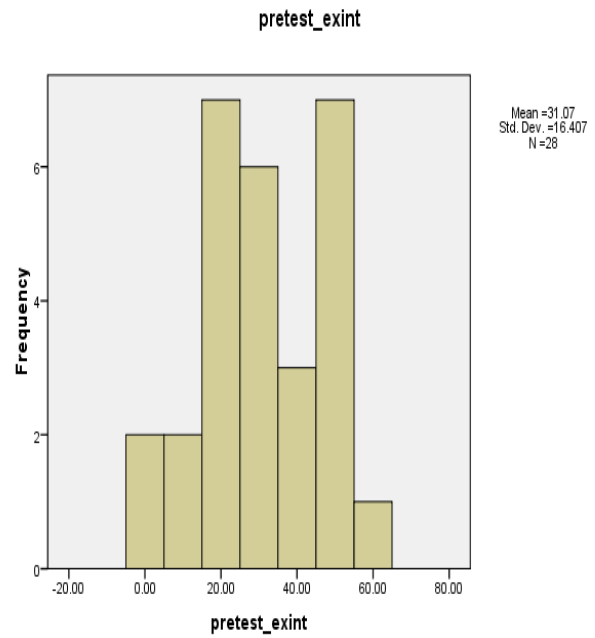


Fig. 9. Pretest result of A group in interpretive level

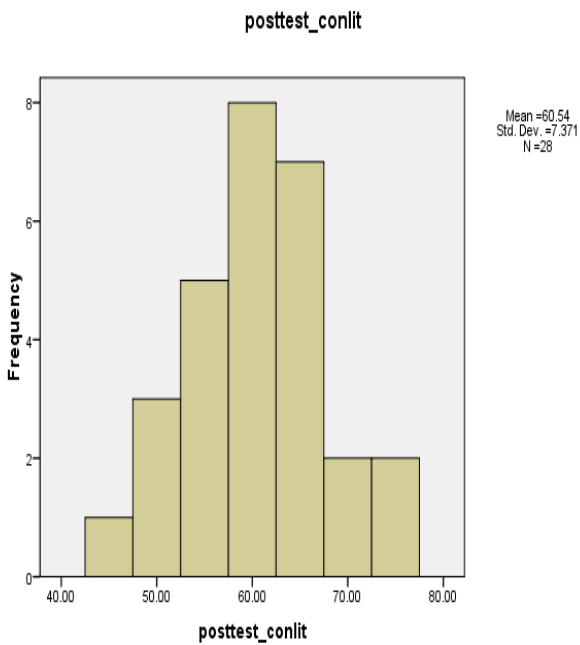


Fig. 8. Posttest result of B group in literal level

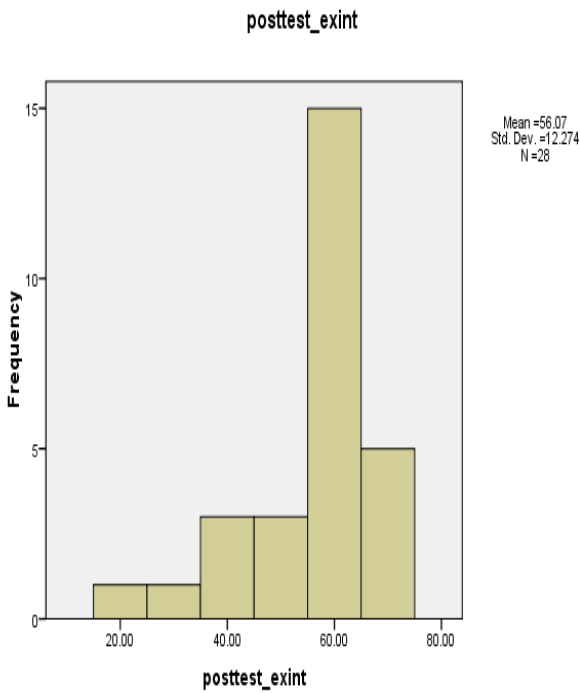


Fig. 10. Posttest result of A group in interpretive level

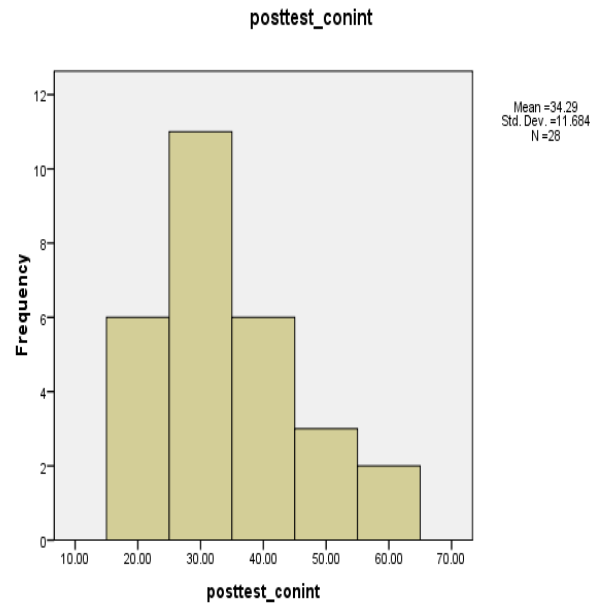


Fig. 12. Posttest result of B group in interpretive level

F. The t-test Value

TABLE V. THE VALUE OF T-TEST AND T-TABLE

Variables	T-test	T-Table
Pretest	1.684	2.021
Posttest	5.278	

Table 5 shows that t-test value in pretest was 1.684 and t-table was 2.021. T-test value was smaller than t-table value ( $1.684 < 2.021$ ). However, t-test value in posttest was 5.278. T-test value is higher than t-table value ( $5.278 > 2.021$ ). So, it can be concluded that there is differences. Thus hypothesis was tenable. This result means that Collaborative Strategic Reading (CSR) enhances the comprehension in reading narrative text of the tenth grade student of MAN Pinrang. Thus, it also happened for literal and interpretive level that showed improvement.

IV. CONCLUSION

As the conclusion, before giving the treatment in A group by using CSR, the students' reading comprehension of tenth grade in MAN Pinrang was low that the highest score was 60. After giving treatment, it improved being 76.67. The improvement was also seen from the students' mean score. The mean score in pretest of A group was 46.31 that improve being 64.88 in posttest. In this case, the post-test score of A group was (64,88) higher than the result of B group (52.02). It was also connected by t-test value (5.28) that was higher than t-table (2.021). Moreover, the students' mean score in literal level also got the significant improvement that the mean score was 53.93 that improve being (69.29) in posttest which was

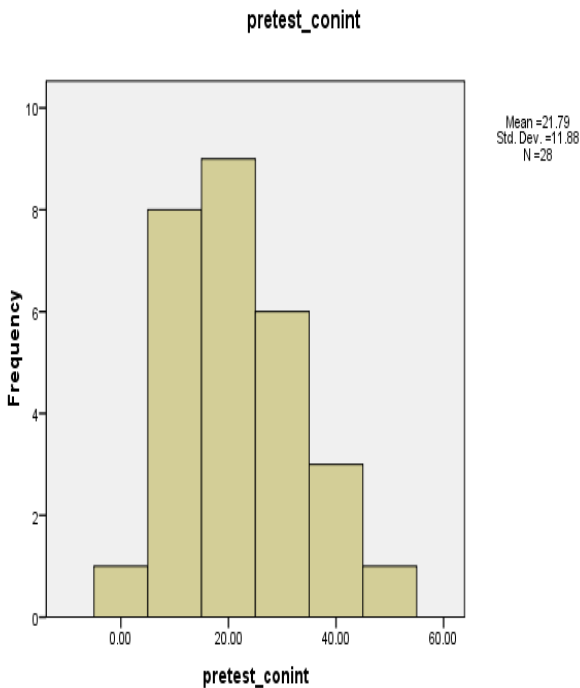


Fig. 11. Pretest result of B group in interpretive level

higher than the B group (60.54). The students' reading comprehension in interpretive comprehension also got the improvement. It was (31.07) being (56.07) in posttest which was higher than B group (34.29). Thus, the use of collaborative strategic reading enhanced the literal and interpretive reading comprehension of narrative text in tenth grade students of MAN Pinrang.

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