

The Effectiveness of Collaborative Strategic Reading (CSR) and Think, Predict, Read, and Connect (TPRC) Strategies to Teach Reading Comprehension to Students with Different Self-efficacy at MA Ma'arif NU 1 Kemranjen Banyumas

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ABSTRACT

This research aims to examine the effectiveness of Collaborative Strategic Reading (CSR) and Think, Predict, Read, and Connect (TPRC) strategies in teaching reading comprehension to students with varying levels of self-efficacy. This type of research is a 2x2 factorial design. The subjects were XI IPA 1 and XI IPS 1 classes of MA Ma'arif NU 1 Kemranjen Banyumas. They are classified into high and low self-efficacy beliefs. The instruments used were test, questionnaire, and observation checklist. This research revealed that CSR and TPRC strategies are effective to teach reading comprehension to students with high and low levels of self-efficacy. Furthermore, there was no significant difference between the students who were taught by using CSR and TPRC strategies. The mean post-test scores of students with a high level of self-efficacy in both experimental classes were 75.06 and 73.78. Meanwhile, the mean post-test scores of students with low self-efficacy were 70.86 and 69.33. Based on the results, the researchers concluded that CSR and TPRC strategies appeared to improve students' reading comprehension with high and low self-efficacy.

Keywords: Reading comprehension, CSR strategy, TPRC strategy, Self-efficacy.

INTRODUCTION

English is a universal language spoken by the majority of people in a variety of contexts. It is essential for achieving all types of professional and personal objectives. Nishanthi (2018, p. 871) stated the function of English in a variety of fields, such as education, society, medical, engineering, etc., contributes to its significance in today's globalized society. There are four skills in English. Those are listening, speaking, reading, and writing. Reading is crucial for learners in particular since it allows them to absorb as much as possible vocabulary from the book they have read (Yusmalinda and Astuti, 2020, p. 76). By reading, students can make effective use of their time by acquiring knowledge, expanding their vocabulary, and enhancing their English proficiency. In addition, Gani, Yusuf, and Susiani (2016, p. 144) describe reading as the act of making sense when one interacts with the text. The reader's ability to comprehend the text is influenced by the information in the text, their perspective on the text, where they stand on the text, and any recent, recalled, or anticipated social contact or communication. Reading by understanding the text is called reading comprehension. Muziatun and Katili (2020, p. 43) define reading comprehension as a

sophisticated cognitive process involving the reader, the text, and the context. This process is affected by the reader's aptitude and capacity for information acquisition. In some instances, if word recognition is challenging, the reader utilizes their cognitive power to read specific words, which restricts their comprehension of what is read. In learning English, students must be able to read with comprehension. Cekiso (2012, p. 1) stated that reading comprehension is the cornerstone of instruction for all students, regardless of their degree of aptitude, because it establishes the groundwork for future development and success in nearly all other spheres of life. Without reading comprehension, reading is a bit more substantial than visually following symbols on a page and audibly pronouncing the phrases. Moreover, the majority of EFL students struggle to read materials written in English. They must work on their vocabulary and grammar because they do not have enough proficiency in the target language (Sembiring, 2020, p. 1). The students find this method to be exceedingly time-consuming and frustrating. They might lose interest in reading, which could eventually result in them failing their academic English classes. In addition, Rahman (2016, p. 40) has identified several significant problems with reading and learning to comprehend the reading. First of all, because they lack the skills to quickly absorb the information, some students find studying by reading to be boring. Second, one factor contributing to the text's difficulty to understand is students' inadequate knowledge. Next, the student's motivation during the learning process is low, and they are not interested in the topic. As a result, students may lose interest in reading and fail to study English. Based on the problem, the teacher should guide their students to achieve reading comprehension. In building up students' skills in comprehending their reading, the teacher should implement the appropriate teaching

strategies in teaching them. Several strategies can be used to teach reading and to gain better results in the process of language learning. One of the strategies is collaborative strategic reading. Klinger, Vaughn, and Boardman (2007, p. 139) define CSR as a multiple-reading strategy that combines cooperative learning and reciprocal teaching. CSR comprises four understanding readings: text preview, click and clunk, get the gist, and wrap up. In CSR, students collaborate in small groups to have meaningful interactions with the intellectual ideas presented in the book. Another strategy that can be used to teach reading is think, predict, read, and connect (TPRC). Ruddell (2005, p. 233) defined TPRC as a different approach to reading instruction that requires students to work and study in group discussions. Pencils and reading material (textbooks, primary sources, literature, or anything else) are needed for each team to complete this strategy. Students can apply their prior knowledge and skills by making a connection between predicting something while reading and predicting something for teachers to develop directed reading thinking assignments. In addition, it can assist students to solve the text and apply their prior information to forecast the content, and it can enhance their cognitive processes. There are some factors that teachers should be aware of before the teaching strategy is used. These are language skills, interests, attitudes, gender, and student's personality (Sembiring, 2020, p. 8). These elements are required for the development of effective student communication. Besides, the personality component is another element that influences students' reading. This element involves areas like student motivation, attitudes, and self-efficacy. Self-efficacy is the conviction that one can perform at a certain level and affect events that have an impact on their life (Bandura, 2009, p. 1). Self-efficacy convictions determined learners' attribution. Maddux and Volkman

(2010, p. 322) believe that self-efficacy offers students a sense of their agency by making them aware that their choices have repercussions. Reading self-efficacy is the belief that one is capable of reading. Fitri, Sofyan, and Jayanti, (2019, p. 4) define self-efficacy for reading as a person's appraisal of how their performance on a similar activity, including any accompanying feedback and encouragement they received, has an impact on their ability to read. The higher the students' self-efficacy level, the higher and better the perusing execution of the text (Sukarni, 2018, p. 42). It is challenging to examine student views about self-efficiency, particularly in reading understanding, and how this affects student accomplishment. Based on the explanation, this study proposes to investigate the effectiveness of CSR and TPRC to teach reading comprehension to students with different self-efficacy levels at MA Ma'arif NU 1 Kemranjen Banyumas.

LITERATURE REVIEW

Reading Comprehension

Reading is a visual activity that transforms a letter sign into spoken words via a logical sequence of thought. The process includes word recognition, literal understanding, interpretation, critical reading, and creative reading (Nurhidayat, and Suwandi, 2021, p. 57). It enables readers to go beyond the words they are reading and understand the ideas and connections between the ideas delivered in a text before critically interpreting and responding to the text's content. Reading is always associated with comprehension. Reading comprehension is the process of simultaneously generating meaning from written language and drawing meaning from it (Larasaty and Sulastr, 2019, p. 3). Readers use context and prior knowledge to make sense of what they read when reading a text. To comprehend a text, readers must repeatedly repeat and connect each word, sentence, and page from previous readings. Moreover, Siregar and Afriazi (2019, p. 123) explained that reading

comprehension is the process of comprehending written information by making sense of words, sentences, and linked text. It can assist the reader in discovering new things and new information by stimulating their thought process. As a result, reading promotes knowledge advancement.

Collaborative Strategic Reading (CSR)

CSR is a set of instructional strategies designed to help students of all skill levels learn and apply comprehension strategies for informational literature. CSR is originally designed by Klinger and Vaughn in 1996. Anwar (2020, p. 22) defines CSR as cooperative learning and reciprocal reading. The instructional style was created to help students improve their reading comprehension skills through four steps: preview, click and clunk, get the gist, and wrap up.

Think, Predict, Read, and Connect (TPRC)

TPRC is an alternative way to better understand reading that requires students to work in groups (Ruddell, 2005, p. 233). Teams of two or three students are required for this strategy. Each team needs text (textbooks, primary materials, literature, etc.), paper, pencils, and pens (Muthmainnah and Heriansyah, 2018, p. 54). It includes four steps: think, predict, read, and connect.

Self-efficacy

Self-efficacy is the conviction or ability of an individual to plan and carry out an activity required to achieve a specific goal (Bandura, 1997, p. 3). It is a crucial element of motivation and has an impact on the surroundings as well as learning behaviors like effort and perseverance. Naomi and Boakye (2015, p. 1) explained that self-efficacy is the conviction that one can organize and carry out the actions required to accomplish particular objectives. It inspires learners, promotes the application

of strategies, and expands their degree of learning autonomy.

METHODS

Research Design

Research design is guidance to do the research sequent. This study used a quasi 2x2 factorial design because it employs more than two independent variables, namely CSR and TPRC strategies, one dependent variable is reading comprehension, and there is also a moderator variable which is self-efficacy.

Participant

The researchers conducted the experimental study in MA Ma'arif NU 1 Kemranjen Banyumas. The subjects were the eleventh-grade students in science class (X1 IPA 1) which consists of 24 students and social class (X1 IPS 1) which consists of 21 students. The researchers chose two classes with nearly homogeneous levels of achievement by using purposive sampling. Moreover, the CSR strategy was used in Experimental Class I, while the TPRC strategy was used in Experimental Class II.

Instruments

Three distinct types of instruments were used by the researchers to collect the data. They consist of a questionnaire, an observation checklist, and a reading comprehension test. Reading comprehension among students is evaluated on the test including try-out, pre-test, and post-test in the form of multiple-choice questions regarding analytical exposition texts. In addition, the researchers adapted a questionnaire from Sembiring (2020) to gather more concerning the students' self-efficacy. It combines several characteristics of reading self-efficacy measurements, such as general reading self-efficacy, self-efficacy for reading tests, self-efficacy for self-regulated learning in reading, and self-efficacy for academic reading. The third instrument was the observation checklist. This instrument was used to monitor and

control the activity of the teacher and students during the treatment in both the first and second experimental classes. The checklist covers preliminary activities, main activities, post-activities, class flow, and teacher-student interaction.

Data Analysis Techniques

The researchers analyzed the tabulated data using SPSS 22 to determine the results of a study. Means and standard deviations for the test score were calculated using descriptive statistics, and the degree of statistical significance was determined using inferential statistics (i.e., paired t-test, independent samples t-test, and two-way ANOVA). If the significant value (p-value) $\leq \alpha$ (5% or 0.05), alternative hypothesis (H_a) is accepted, and null hypothesis is rejected. It can be said that CSR and TPRC strategies are effective to teach reading comprehension to students with different self-efficacy levels; the significant value (p-value) \geq (5% or 0.05), alternative hypothesis (H_a) is rejected, and null hypothesis is accepted. Then, the researchers also interpreted it to be more easily understood by the reader.

RESULTS AND DISCUSSION

First, the researchers divided the students into two groups based on their responses to the self-efficacy questionnaire. The findings revealed that 17 of the 24 students in the first experimental class (XI IPA 1) had high self-efficacy and 7 had low self-efficacy. Furthermore, 18 of the 21 students in the second experimental class (XI IPS 1) had a high level of self-efficacy, while 3 had a low level. The researchers conducted a series of pre-test and post-test on reading comprehension after gathering data from the questionnaire. The outcome of the pre-test and post-test was the first test necessary to ascertain the students' achievement in reading comprehension before and after teaching using the strategies. The result data of pretest and post-test mean scores are presented in table 1.

Table 1 Descriptive Statistics of Pre-test and Post-test

	Aspects	CSR		TPRC	
		Pre	Post	Pre-	Post
High	Total	900	1276	944	1328
	Mean	52.94	75.06	52.44	73.78
	Std. Deviation	5.202	5.006	6.271	4.797
	Highest Score	60	88	60	84
	Lowest Score	44	68	40	64
Low	Total	404	496	140	208
	Mean	57.71	70.86	46.67	69.33
	Std. Deviation	5.090	5.521	6.110	8.327
	Highest Score	64	76	52	76
	Lowest Score	52	64	40	60

The reading comprehension scores of the students in both experimental classes differed slightly between the pre-test and post-test, as shown by the data in table 1. The mean scores of pre-test for high self-efficacy students were 52.94 and 52.44. The first experimental class performed better, with a difference of 0.5 points. The mean scores of pre-test from students with a low self-efficacy level were 57.71 and 46.67. With the first experimental class also scoring higher than the second experimental class, the difference in mean scores between the low self-efficacy students was 11.04 points. Moreover, the mean post-test score for students with a high level of self-efficacy in the first experimental class increased from 52.94 to 75.06, or by 22.12 points. Then, the proportion of students with low self-efficacy increased from 57.71 to 70.86. It scored 13.15 points more. The mean post-test score for students who belong to the group of high self-efficacy students in the second experimental class increased from 52.44 to 73.78, or by 21.34 points. Students with low self-efficacy increased from 46.67 to 69.33, accumulating 22.66 points.

The Effectiveness of CSR Strategy on Teaching Reading Comprehension to Students with a High Level of Self-efficacy

Table 2 Paired Samples Test of CSR in Students with a High Self-efficacy

Pair1 Pre-test Post-test	Paired Differences				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Df	
	-22.118	6.343	1.538	16	.000

Table 2 demonstrated the effectiveness of the CSR strategy in teaching reading comprehension to students with a high level of self-efficacy because there was an improvement in the post-test score after the treatments were administered. The mean post-test score was 75.06 and the mean pre-test score was 52.94. The mean score for the post-test was higher than the mean score for the pre-test. From the table of paired t-test, it could be seen that the significant value was 0.000. It was lower than 0.05 which alternative hypothesis was accepted. As stated by Klinger, Vaughn, and Boardman (2007, p.139), CSR is a combination of reciprocal teaching and transactional strategies instruction. It helps students with diverse abilities acquire and practice comprehension strategies for use with informational text. CSR strategy is suitable to teach reading comprehension. Regarding a high level of self-efficacy, Bandura (2009, p. 204) stated that efficacy beliefs influence the level of effort, persistence, and choice of activities. Students who believe they can complete an educational activity will participate more freely, work harder, and persevere longer when tasks become challenging than those who doubt their capabilities. In this study, the implementation of CSR strategy to teach reading comprehension, the students with a high level of self-efficacy tend to do their work together with their friends in finding the difficult words in click and clunk stage. They also participate more readily and tend their focus when the teacher asked to find the important information in analytical exposition text in a small group discussion. It concluded that this study proved that the CSR strategy was effective to teach reading comprehension to students with a high self-efficacy level.

The Effectiveness of CSR Strategy on Teaching Reading Comprehension to Students with Low Level of Self-efficacy

Table 3 Paired Samples Test of CSR in Students with Low Self-efficacy

Pair1 Pre-test Post-test	Paired Differences				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Df	
	-13.143	6.414	2.424	6	.002

Table 3 demonstrated the CSR strategy's effectiveness in teaching reading comprehension to students who had low self-efficacy. The mean post-test score was 70.86, whereas the mean pre-test score was 57.71. In comparison to the pre-test, the post-mean test's score was higher. From the table of paired t-test, it could be seen that the significant value was 0.002. It was lower than 0.05 which alternative hypothesis was accepted. The statistical analysis revealed that CSR implementation had a positive effect on students with low self-efficacy. Because it offers cooperative learning, which enables students to discuss and share their knowledge in a group. It is supported by Gani, Yusuf, and Susiani (2016, p.) who stated CSR strategy combines reading comprehension strategy instruction and cooperative learning. Students read and discuss a text in CSR through a combination of teacher-led and student-led cooperative work. It also assists students in improving their social relationships and classroom interaction. Furthermore, CSR allows students to participate in the discussion, boost their courage, develop critical thinking, and increase their willingness to take responsibility for their learning. As a result, in a group discussion, students with low self-efficacy doubt their abilities and avoid difficult tasks (Bandura. 2009, p.207). In this study, the students with a low level of self-efficacy do their tasks passively. They tend to be a listener in a group and do not dare to take a risk to be a speaker in class presentations. However, the students with a low level of self-efficacy improved their post-test scores from the pre-test given by the researcher.

The Effectiveness of TPRC Strategy on Teaching Reading Comprehension to Students with a High Level of Self-efficacy

Table 4 Paired Samples Test of TPRC in Students with a High Self-efficacy

Pair1 Pre-test Post-test	Paired Differences				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Df	
	-21.333	7.881	1.858	17	.000

Table 4 showed the effectiveness of the TPRC strategy in teaching reading comprehension to students with a high level of self-efficacy in experimental class II. The mean post-test score in experimental class II with high self-efficacy students was 73.78, and the mean pre-test score was 52.44. The post-test mean score was higher than the pre-test mean score. From the table of paired t-test, it could be seen that the significant value was 0.000. It was lower than 0.05 which alternative hypothesis was accepted. According to Ruddell (2005, p.233), the TPRC strategy is an alternate reading study method that necessitates teamwork among the students. The TPRC approach, which consists of four stages (think, predict, read, and connect) helps students build their general knowledge before, during, and after reading. Before the teacher gave the students precise information, students were asked to anticipate the topic that will be presented as part of the TPRC strategy. Students that have a high level of self-efficacy are better able to connect predicting while reading and making predictions for the teachers to use in directed reading activities. When given a text, students frequently try to predict what subject is appropriate. Also, students are comfortable discussing their ideas on crucial facts, such as the text's core theme, with their friends after they have written them down in their worksheets. In conclusion, the implementation of the TPRC strategy to teach reading comprehension is effective for students with a high level of self-efficacy.

The Effectiveness of TPRC Strategy on Teaching Reading Comprehension to Students with Low Level of Self-efficacy

Table 5 Paired Samples Test of TPRC in Students with Low Self-efficacy

Pair1 Pre-test- Post-test	Paired Differences				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Df	
	-22.667	2.309	1.333	2	.003

Table 5 showed the effectiveness of the TPRC strategy for teaching reading comprehension to students in experimental Class II who had low self-efficacy. The mean pre-test score increased from 46.67 to 69.33 following the treatments. From the table of paired t-test, it could be seen that the significant value was 0.003. It was lower than 0.05 which alternative hypothesis was accepted. The result of the data analysis revealed how TPRC might help students achieve higher reading comprehension performance. Furthermore, Rahmah, Loeneto, and Inderawati (2020, p. 2) stated

that the TPRC strategy is an efficient strategy for gaining students' attention and participation in the learning process. The TPRC strategy will assist students in understanding any genre of text and having a better way to comprehend a passage, resulting in a more effective reading result. In this study, implementing the TPRC strategy for students with low self-efficacy helps students work and express their ideas. Although they participate passively in group discussions, they still assist their friends in determining the general topic from the text provided. They also pay attention and interact with the teacher. They inquire if there is anything they do not understand about the text.

The Significant Difference between CSR and TPRC Strategies to Teach Reading Comprehension to Students with a High Level of Self-efficacy

Table 6 Independent Samples Test of CSR and TPRC in Students with a High Self-efficacy

Group Statistics						
	Class	N	Mean	Std. Deviation	Std. Error Mean	Sig (2-tailed)
Post-test	CSR	17	75.06	5.006	1.214	.445
	TPRC	18	73.78	4.797	1.131	

Based on the data in table 6, the mean post-test scores for high self-efficacy students in both experimental classes were 75.06 and 73.78. The mean post-test scores for the first experimental class were higher than those for the second experimental class. The significant value for the independent t-test was 0.445. It was higher than 0.05 which alternative hypothesis was rejected. It concluded that there is no significant difference between CSR and TPRC strategies to teach reading comprehension to students with a high level of self-efficacy.

The Significant Difference between CSR and TPRC Strategies to Teach Reading Comprehension to Students with a Low Level of Self-efficacy

Table 7 Independent Samples Test of CSR and TPRC in Students with Low Self-efficacy

Group Statistics						
	Class	N	Mean	Std. Deviation	Std. Error Mean	Sig (2-tailed)
Post-test	CSR	7	70.86	5.521	2.087	.737
	TPRC	3	69.33	8.327	4.807	

Table 7 showed that the mean post-test scores for low self-efficacy students in both experimental classes were 70.86 and 69.33. The first experimental class had a higher mean post-test score than the second experimental class. From the table of independent t-test, it could be seen that the significant value was 0.737. It was higher than 0.05 which alternative hypothesis was rejected. It concluded that there is no significant difference between CSR and TPRC strategies to teach reading

comprehension to students with a low level of self-efficacy.

The Interactions among CSR, TPRC Strategies, and Students' Self-efficacy to Teach Reading Comprehension.

Table 8 Test of Between-Subject Effects

Tests of Between-Subjects Effects					
Dependent Variable: Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	143.668 ^a	3	47.889	1.763	.169
Intercept	141450.994	1	141450.994	5207.988	.000
Strategy	13.321	1	13.321	.490	.488
Self-efficacy	126.582	1	126.582	4.661	.037
Strategy * Self-efficacy	.100	1	.100	.004	.952
Error	1113.576	41	27.160		
Total	244432.000	45			
Corrected Total	1257.244	44			

a. R Squared = .114 (Adjusted R Squared = .049)

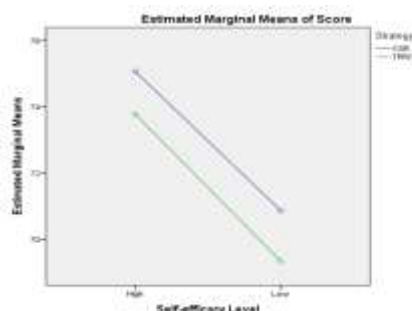
Based on the result of data analysis in two-way ANOVA, the result of the significance value was 0.169. It was higher than 0.05 so the alternative hypothesis was rejected. Meanwhile, there was no significant difference between CSR and TPRC strategies. The significance value of the teaching strategies was 0.488. It was higher than 0.05. It can be said that the alternative hypothesis was rejected. While the significance value of students' self-efficacy was 0.037. It was less than 0.05, so it can be said that the alternative hypothesis was accepted. The last, the significance value of the teaching strategies and self-efficacy was 0.952. It was higher than 0.05. It means that the alternative hypothesis was rejected. It concluded that there were no interactions between CSR and TPRC strategies, reading comprehension, and students' self-efficacy.

From figure 1, it could be seen that the mean score of experimental class I was higher than the mean score of experimental class II in both high and low levels of self-efficacy. It could also be seen that the lines did not intersect which means there is no interaction effect. As the result, the improvement of the students' reading comprehension did not depend on the students' self-efficacy levels.

CONCLUSION

Based on the results and discussions about the effectiveness of CSR and TPRC strategies in teaching reading comprehension to students with different levels of self-efficacy at MA Ma'arif NU 1 Kemranjen Banyumas in the academic year 2022/2023, it was concluded that CSR and TPRC strategies are effective in teaching reading comprehension to students with high and low levels of self-efficacy. It was demonstrated by statistical analysis of students' mean pre-test and post-test scores. Furthermore, since the significance value is lower than 0.05, so alternative hypothesis (Ha) is accepted. The results additionally indicated that there is no significant difference in test scores between students taught using CSR and TPRC strategies with

Figure 1 Interactions among Variables



high and low levels of self-efficacy. The significance values from the independent samples test are 0.445 and 0.737, respectively. Compared to the criteria of p-value, the value was higher than 0.05, so the alternative hypothesis (H_a) was rejected. Finally, the result showed that there were no interactions between CSR and TPRC strategies, reading comprehension, and students' self-efficacy. Although the implementation of the method could help students improve their reading comprehension performance, the improvement of the student's reading comprehension did not depend on the students' levels of self-efficacy.

Declaration by Authors

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