



The Effect of Collaborative Strategic Reading on Students Biographical Writing Skills

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ABSTRACT

Collaborative Strategic Reading (CSR) is a reading comprehension teaching strategy that combines cognitive strategies with small group cooperative learning to help students improve reading comprehension and vocabulary through four main strategies: preview, click and clunk, get the gist, and wrap up. This study aims to describe: 1) biographical text writing skills in learning without using CSR; 2) biographical text writing skills in learning using CSR; 3) the effect of CSR on biographical text writing skills. This study used a posttest only control group design. The study population was all students of class XE1 and XE2 of SMA Negeri 1 Tanjung Mutiara in the 2025/2026 academic year who participated in learning in both the control and treatment classes. They numbered 72 students. The research sample was determined to be 35 students from each population group. Data on biographical text writing skills were collected using a performance test that was compiled objectively and systematically. The results of the requirement test showed that the data on biographical text writing skills were not normally distributed. Therefore, the data of biographical text writing skills were analyzed using a one-sample chi-square nonparametric inferential statistical procedure instead of a one-sample t-test. The data of the influence of CSR on biographical text writing skills were analyzed using a nonparametric inferential statistic, namely the Mann-Whitney test. The results of the study: 1) the mean post-test of biographical text writing skills of the control class was sufficiently qualified; 2) the mean post-test of biographical text writing skills of the experimental class was well qualified; 3) CSR has an influence on learning biographical text writing skills.

Keywords: collaborative strategic reading, writing skills, biographical text

Pengaruh Collaborative Strategic Reading dalam Pembelajaran Keterampilan Menulis Teks Biografi

ABSTRAK

Strategic Reading (CSR) adalah strategi pengajaran membaca pemahaman yang menggabungkan strategi kognitif dengan pembelajaran kooperatif kelompok kecil untuk membantu siswa meningkatkan pemahaman bacaan dan kosakata melalui empat strategi utama: preview (meninjau), memantau dan pemahaman, mendapat inti, dan merangkum. Penelitian ini bertujuan untuk mendeskripsikan: 1) keterampilan menulis teks biografi dalam pembelajaran tanpa menggunakan CSR; 2) keterampilan menulis teks biografi dalam pembelajaran menggunakan CSR; 3) pengaruh CSR terhadap keterampilan menulis teks biografi. Penelitian ini menggunakan *posttest only control group design*. Populasi penelitian adalah seluruh siswa kelas XE1 dan XE2 SMA Negeri 1 Tanjung Mutiara tahun ajaran 2025/2026 yang mengikuti pembelajaran baik di kelas kontrol maupun di kelas perlakuan. Mereka berjumlah 72 siswa. Sampel penelitian ditetapkan 35 siswa dari setiap kelompok populasi. Data keterampilan menulis teks biografi dikumpulkan menggunakan tes unjuk kerja yang disusun secara objektif dan sistematis. Hasil uji persyaratan memperlihatkan bahwa data keterampilan menulis teks biografi tidak berdistribusi normal. Oleh karena itu, data keterampilan menulis teks biografi dianalisis menggunakan prosedur statistik inferensial nonparametrik chi kuadrat satu sampel sebagai ganti uji t satu sampel. Data pengaruh CSR terhadap keterampilan menulis teks biografi dianalisis menggunakan statistik inferensial nonparametrik yakni uji Mann-Whitney. Hasil penelitian: 1) mean postes keterampilan menulis teks biografi kelas kontrol berkualifikasi cukup; 2) mean postes keterampilan menulis teks biografi kelas eksperimen berkualifikasi baik; 3) CSR memberikan pengaruh dalam pembelajaran keterampilan menulis teks biografi.

Kata kunci: collaborative strategic reading, keterampilan menulis, teks biografi

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INTRODUCTION

Language skills encompass six main aspects: listening, reading, writing, presenting, and viewing. These six language skills are taught to students to enable them to communicate, both orally and in writing. These six aspects are also interrelated. This demonstrates that each skill is related to the thought processes that underlie language proficiency. Writing is a linguistic communication activity that uses written language as its medium (Bukhari, 2010:98).

Writing is a process: the expression of ideas or concepts into written language. In practice, the writing process is manifested in several stages that constitute a more complete system (Nafi'ah, 2018:93). This aligns with the opinion developed by Mirnawati, who states that writing is the activity of expressing feelings in written language in order to entertain, convey, explain, or tell something to someone (Mirnawati, 2017:123).

Writing skills also play a crucial role in education because they help students think critically, systematically, and reflectively about the information they receive. Akhadiyah (in Sobari, 2015:22) outlined several benefits of writing: 1) developing ideas, 2) encouraging students to learn more actively, and 3) developing critical thinking skills. However, in practice, students still face various challenges in mastering writing skills, particularly in organizing and understanding the overall structure of the text.

In the Merdeka curriculum, biographical texts are one of the Indonesian language learning materials for grade 10 that receive significant attention. Learning outcomes in this material include students' understanding of the structure, main ideas, and linguistic rules of biographical texts, as well as the ability to write biographical texts coherently and communicatively. A biographical text itself is a piece of writing that contains the life story of a figure structured based on orientation, important issues/events, and reorientation.

Based on observations conducted by researchers from February 3 to June 28, 2025, during the

Educational Field Practice (PLK) at SMA Negeri 1 Tanjung Mutiara, observations indicated that students still needed reinforcement and understanding regarding the completeness of character information, the structure of biographical texts, and developing content systematically and coherently. This is due to the teacher-centered learning process, while students tend to be passive and less engaged in the learning process.

Based on these issues, a learning strategy is needed that can enhance students' creativity, collaboration, and critical thinking skills. These strategies will then be used by teachers to improve students' skills in writing biographical texts. Teachers must be able to implement these strategies effectively and be able to solve problems encountered by students during the learning process. Therefore, researchers propose a solution to improve students' writing skills by using the Collaborative Strategic Reading (CSR) strategy.

The CSR strategy was first used by Klingner and Vaughn in 1998. In CSR, teachers guide students in reading and comprehending text content. Students work cooperatively in teams of 4-5 people. CSR is a collaborative learning strategy that combines reading comprehension activities with group discussions through four stages: preview, click and clunk, get the gist, and wrap up. This strategy can increase student engagement and foster a deeper understanding of text structure, supporting students in expressing ideas in writing through mastery of text structure and content.

Therefore, researchers conducted a study entitled "The Effect of Collaborative Strategic Reading (CSR) Strategy on Biographical Text Writing Skills of Grade X Students at SMA Negeri 1 Tanjung Mutiara." This research is expected to contribute to the development of collaborative-based writing learning models for students in secondary schools.

Based on the background of the problem described above, several problems can be identified: First, low student interest in writing. Second, the teacher's teaching style is less effective and en-



gaging, causing students to become bored. Third, students are unable to write biographical texts according to structure and linguistic rules. Fourth, learning does not foster collaboration and active student involvement.

Based on the background and problem identification presented, it is clear that numerous factors influence the biographical writing skills of tenth-grade students at SMA Negeri 1 Taniung Mutiara. Therefore, this study is limited to the effect of the CSR strategy on biographical writing skills. This is based on the consideration that CSR is a factor predicted to influence biographical writing skills.

Based on the problem limitations explained, the research questions are formulated as follows: First, how are the writing skills of tenth-grade students at SMA Negeri 1 Tanjung Mutiara using the CSR strategy? Second, how are the biographical writing skills of tenth-grade students at SMA Negeri 1 Tanjung Mutiara without using the CSR strategy? Third, is there an effect of the CSR strategy on the biographical writing skills of tenth-grade students at SMA Negeri 1 Tanjung Mutiara?

Based on the problem formulation above, the objectives of this study are as follows. First, to describe the biographical writing skills of tenth-grade students at SMA Negeri 1 Tanjung Mutiara using the CSR strategy. Second, to describe the biographical writing skills of tenth-grade students at SMA Negeri 1 Tanjung Mutiara without using the CSR strategy. Third, to analyze the effect of the CSR strategy on the biographical writing skills of tenth-grade students at SMA Negeri 1 Tanjung Mutiara.

This research is expected to provide benefits and influence both theoretically and practically. Theoretically, this research is expected to contribute to increasing knowledge in the development of Indonesian language education, particularly regarding effective and innovative writing learning strategies through the application of the CSR strategy.

Practically, this research is expected to provide benefits to several parties. First, it serves as a

reference for teachers in developing writing learning strategies based on collaboration and critical thinking. Second, it serves as a learning experience for students that improves their biographical writing skills through an active and enjoyable learning process. Third, it serves as a reference and comparison for further research relevant to the application of CSR to other language skills.

METHOD

This research used a quantitative approach with a quasi-experimental method. The research design employed a posttest-only control group design. This study was conducted on tenth-grade students of SMA Negeri 1 Anjung Mutiara, involving two classes: an experimental class and a control class. The experimental class was given treatment in the form of the CSR strategy, while the control class used conventional learning.

The study population was all students of class XE1 and XE2 of SMA Negeri 1 Tanjung Mutiara in the 2025/2026 academic year who participated in learning in both the control and treatment classes. They numbered 72 students.

The research sample was determined to be 35 students from each population group. [Penentuan jumlah sampel didasarkan kepada formula statistik \(Santoso, 2023; Amin et al., 2023; Razak, 2005\).](#)

The research instrument used was a biographical writing skills test, structured based on the following assessment indicators: 1) content (completeness of information); 2) completeness of text structure (orientation, important problems/events, reorientation); and 3) integration and coherence between paragraphs. Data collected were scores on the biographical writing skills of tenth-grade students of SMA Negeri 1 Tanjung Mutiara.

The study began with the implementation of a treatment. The experimental class was given the CSR strategy. The learning process using the CSR strategy includes four stages: preview, click and clunk, get the gist, and wrap up. The control class used conventional learning with assignments in the textbook.

A posttest was administered after the treatment,

with the same time allocation of 2 x 45 minutes, to determine the improvement in students' writing skills. The assessment instrument, a biographical writing performance test, was structured based on the following assessment indicators:

Table 1
Assessment Rubric

Indicator	Scoring Description			
	Score-1	Score-2	Score-3	Score-4
Completeness of the structure of the biographical text	There is absolutely no clarity in the structure of the biographical text	There are only three structures: orientation, event, and reorientation.	There are only two of the three structures: orientation, events, and reorientation.	There is a complete structure: orientation, events, and reorientation.
Clarity of Character Description	The description of the character is very unclear.	Description of unclear characters	Clear description of the characters	Very clear description of the character
Clarity of Description of Events and Problems	A very unclear description of the series of events and problems	Description of a series of events and problems that are not clear	A clear description of the sequence of events and problems	A very clear description of the series of events and problems
Clarity of Reorientation Structure Description	The description of the cover and the author's views are very unclear.	Unclear description of the cover and author's views	A clear description of the author's conclusion and views	A very clear description of the author's conclusion and views

RESULT

1. Posttest Results for the Biography Writing Skills of the Control Class

These are the descriptive statistical data from the posttest results for the biography writing skills of the control class. The mean score was 9.74 and the standard deviation was 2.70. The minimum score was 8, the maximum score was 13, and the mode was 8 and 12. The standardized percentage score was 60.88. This standardized score falls within the Fair category. Complete data on the posttest results for the control group of class XE1 at SMA Negeri 1 Tanjung Mutiara are presented in the distribution table below.

Table 2
Posttest Results for the Control Class

Control				
	Frequency	Percent	Cumulative Percent	Values
4	4	11,4	11,4	
8	10	28,6	40,0	
11	9	25,7	65,7	
12	10	28,6	94,3	
13	2	5,7	100,0	
Total	35	100,0		
Mean				9,74
Std. Deviaton				2,70
Perce nt				60,88
Qualification				sufficient

The normality test yielded a Shapiro-Wilk statistic value of 0.824 with a sig. value of 0.000 (Figure 1). Thus, $\text{sig. } 0.000 < 0.005$, so H_0 is rejected. This means that the data on the biographical text writing skills of the control class are not normally distributed.

Tests of Normality						
	Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	0,279	35	0,000	0,824	35	0,000

a. Lilliefors Significance Correction

Figure 1
 Screenshot of Normality Test Results for Control Group Data

Based on the results above, the homogeneity test calculation is no longer necessary. This is because, if the data is found to be homogeneous, the use of parametric inferential statistics is still not justified.

2. Posttest Results of Biography Writing Skills for the Treatment Class

This is the descriptive statistical data of the post-test results of the biographical text writing skills of the treatment class. The mean score is 13.46 and the standard deviation is 1.38. The minimum score is 8, the maximum score is 13, and the mode is 13 and 16. The standard percentage score is 84.13. This standard score is included in the good qualification. Complete data on the post-test results of the treatment group of class XE1 of SMA Negeri 1 Tanjung Mutiara are presented using the distribution table below.

Table 2
 Posttest Results for Treatment Classes

Experiment				
	Frequency	Percent	Cumulative Percent	Values
12	10	28,6	28,6	
13	13	37,1	65,7	
14	2	5,7	71,4	
15	6	17,1	88,6	
16	4	11,4	100,0	
Total	35	100,0		
Mean				13,46
Std. Deviaton				1,38
Perce nt				84,13
Qualification				good

3. The Influence of CSR on Biographical Text Writing Skills

The biographical writing skill score data for the control and experimental classes were analyzed using a nonparametric statistical procedure, namely the Mann-Whitney test. This was done because the control group data was not normally distributed. Therefore, a normality test for the treatment group data was no longer necessary.

Ranks			
	N	Mean Rank	Sum of Ranks
control	35	20,37	713,00
experiment	35	50,63	1772,00
Total	70		

Test Statistics ^a	
	data
Mann-Whitney U	83,000
Wilcoxon W	713,000
Z	-6,345
Asymp. Sig. (2-tailed)	0,000

a. Grouping Variable: kelompok

Figure 2
 SPSS Screenshot of the Mann-Whitney Test

The Z value is -6.345 with a sig. 0.000. Thus, sig. 0.00 < 0.05 so that Ho is rejected. The interpretation is that the mean of the control group 9.74 is significantly different from the mean of the experimental group 13.46. The mean of the experimental group which is much greater than the mean of the control group comes from learning using CSR. Therefore, CSR has a significant influence on the learning outcomes of biographical text writing skills in class X of SMA Negeri 1 Pulau Mutiara.

DISCUSSION

Several scientific articles in online journals also conclude that CSR can improve elementary school students' reading comprehension skills. The article in question was published by Al-Aulad: Journal of Islamic Primary Education, 1(2), 95–104. <https://doi.org/10.15575/al-aulad.v1i2.3529> (Ariawan et al., 2018).

The Tambusai Education Journal, 8(1) also published an article concluding that CSR can improve fantasy story reading skills for students at SMP Negeri 13 Padang. The sample in this study was grade VII, with 32 students totaling through a purposive sampling technique (Ningsih & Hafriison, 2024).

Phona (2018), entitled Meningkatkan Kemampuan Membaca Pemahaman Teks News Item dengan Collaborative Strategic Reading (CSR)[Improving Reading Comprehension of News Item Texts with Collaborative Strategic Reading (CSR)] also concluded the role of CSR through classroom action research. The results of the first cycle of the study showed that the average student score was 77.51 with a classical completion rate of 41.37%. The results of the second cycle of research showed that the average score was 87.44 with a classical completion of 79.31%. Thus, there was an increase in students' reading comprehension skills from cycle I to cycle II. The steps of the Collaborative Reading strategy refer to the lesson plan compiled collaboratively by the researcher and the supervising teacher. Student responses to

the learning were in the very good category, namely 36.48% of students considered it very positive in cycle I and 36.24% of students considered it very positive in cycle II.

CONCLUSION

CSR is suitable for use in biographical writing lessons. It improves students' writing skills, encourages active participation, and fosters collaboration during classroom learning.

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