

The Impact of Collaborative Reading Activities on Students' Reading Comprehension in Hortatory Texts

Dampak Kegiatan Membaca Kolaboratif terhadap Pemahaman Membaca Siswa dalam Teks Hortatori

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ABSTRACT

This study investigates the impact of collaborative reading activities on students' reading comprehension in hortatory texts. The research was conducted using a quantitative approach with a pre-experimental design involving one group of students. The data were collected through a pre-test, and a post-test of 20 multiple-choice questions focused on hortatory texts. The treatment was done through collaborative reading activities, where students worked in groups to read, discuss, and analyze the given texts. After the treatment, the results revealed a significant improvement in students' reading comprehension. The mean score increased from the pre-test to the post-test, reaching an average of 82.35. Furthermore, the result of the t-test calculation showed that the obtained t-value (8.855) was higher than the t-table value (1.740) at a significance level of 0.05, indicating a statistically significant difference. These findings suggest collaborative reading activities effectively enhance student's understanding of hortatory texts. The study recommends using collaborative strategies in reading classes to foster deeper comprehension and critical thinking.

Keywords: Collaborative Reading Activities, Reading Comprehension, Hortatory Texts

ABSTRAK

Penelitian ini menyelidiki dampak kegiatan membaca kolaboratif terhadap pemahaman membaca siswa dalam teks hortatoris. Penelitian ini dilakukan menggunakan pendekatan kuantitatif dengan desain pra-eksperimental yang melibatkan satu kelompok siswa. Data dikumpulkan melalui pre-test dan post-test yang terdiri dari 20 soal pilihan ganda yang berfokus pada teks hortatoris. Perlakuan diberikan melalui kegiatan membaca kolaboratif, di mana siswa bekerja dalam kelompok untuk membaca, mendiskusikan, dan menganalisis teks yang diberikan. Setelah perlakuan, hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam pemahaman membaca siswa. Rata-rata skor meningkat dari pre-test ke post-test, mencapai rata-rata 82,35. Selain itu, hasil perhitungan uji t menunjukkan bahwa nilai t yang diperoleh (8,855) lebih tinggi daripada nilai t-tabel (1,740) pada tingkat signifikansi 0,05, yang menunjukkan perbedaan yang signifikan secara statistik. Temuan ini menunjukkan bahwa kegiatan membaca kolaboratif secara efektif meningkatkan pemahaman siswa terhadap teks hortatoris. Studi ini merekomendasikan penggunaan strategi kolaboratif dalam kelas membaca untuk mendorong pemahaman yang lebih mendalam dan pemikiran kritis.

Kata Kunci: Kegiatan Membaca Kolaboratif, Pemahaman Membaca, Teks Hortatoris

1. Introduction

Reading comprehension is a fundamental skill in language acquisition, especially in understanding complex texts such as hortatory texts, which aim to persuade or influence readers. This process involves decoding, inferring meaning, and integrating new information

with prior knowledge. For students, particularly those learning English as a second language, improving reading comprehension is crucial for academic success.

Reading comprehension, a critical skill in both first and second language acquisition, is fundamental to academic success and effective communication. It involves not only the ability to decode text but also the capacity to engage with it, extract meaning, and integrate new information with existing knowledge. According to Snow (2022), reading comprehension is defined as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. This process requires readers to actively interact with the text, relying on their prior knowledge, linguistic ability, and cognitive strategies to make sense of the material. In the context of English as a Foreign Language (EFL), students often face greater challenges in comprehension due to the complexities of a second language. This research has the potential to contribute to literature on teaching strategies that improve engagement and comprehension in reading classes.

In reading comprehension, collaborative learning enables students to share their interpretations, discuss various perspectives, and engage in problem-solving activities. Suggests that collaborative learning promotes deeper cognitive processing as students verbalize their thoughts, ask questions, and negotiate meaning with their peers. This interaction facilitates the construction of knowledge and leads to improved comprehension outcomes. Collaborative learning also helps students develop metacognitive skills, as they become more aware of their own thought processes and strategies during reading.

Hortatory texts, as a form of persuasive writing, present an additional challenge for students because they require not only the ability to understand the content but also to analyze the arguments presented. Highlights that different text types, including hortatory texts, demand varied comprehension strategies, particularly in terms of identifying the purpose of the text and understanding its structure. Therefore, teaching reading comprehension in these types of texts requires specific strategies to help students grasp both the meaning and the intent behind the text.

One effective strategy for enhancing reading comprehension is through collaborative reading activities. Collaborative learning promotes deeper understanding because it involves peer interaction, shared goals, and critical discussion. In collaborative reading, students work together to interpret the text, share their understanding, and clarify ambiguities. This social interaction facilitates comprehension, as students can scaffold each other's learning, a concept supported, which emphasizes the role of social interaction in cognitive development.

Collaborative reading also fosters motivation and engagement, which are essential for effective learning. Note that engaged readers are more likely to comprehend texts because they actively participate in the reading process. In the context of reading hortatory texts, collaborative activities encourage students to discuss and critically analyze the arguments presented, which can lead to a deeper understanding of the text's purpose. Despite its benefits, not all classrooms utilize collaborative reading effectively. Many traditional approaches to teaching reading focus on individual tasks, which may limit students' ability to develop higher-order comprehension skills. This study, therefore, seeks to investigate the impact of collaborative reading activities on students' reading comprehension, particularly in understanding hortatory texts. By implementing a collaborative approach, this research aims to explore whether students' comprehension and engagement improve compared to more traditional, individualistic methods.

One specific collaborative approach that has shown significant benefits in reading comprehension is Collaborative reading activities. Collaborative reading activities is designed to improve reading comprehension by teaching students to use specific reading strategies in a collaborative setting. The four main strategies involved in CSR are previewing the text, identifying and clarifying difficult vocabulary, asking and answering questions, and summarizing the main ideas. Research has demonstrated that CSR is particularly effective for

EFL students, as it provides structured support while fostering autonomy in reading comprehension.

Collaborative reading activities, such as peer-assisted learning or group discussions, offer numerous advantages for enhancing students' reading comprehension. These activities encourage students to take an active role in their learning, engage with the material more deeply, and develop critical thinking skills. Guthrie and Wigfield (2020) argue that engagement is a key factor in reading comprehension. Students who are actively engaged in the reading process are more likely to comprehend and retain information. Collaborative reading fosters this engagement by making the reading experience interactive and dynamic, as students discuss their interpretations, ask questions, and share insights with their peers.

2. Research Method

In employing a quantitative research design to study the impact of collaborative reading activities on students' reading comprehension of hortatory texts, several experts support this approach. According to Creswell (2022), quantitative research is valuable for testing theories and measuring variables, making it suitable for evaluating the effectiveness of specific instructional strategies like collaborative reading. Furthermore, Cohen, Manion, and Morrison emphasize that using a quasi-experimental design allows researchers to compare different groups and establish causal relationships, which is essential in assessing educational interventions.

The subjects of this study were fourth-semester English education students at HKBP Nommensen University. The writer chose fourth-semester students because they have reached a level of academic maturity where they can engage with complex texts and benefit from collaborative learning experiences. This group is at a crucial stage in their education, where developing critical reading skills is essential for their future teaching careers.

Firstly, a reading comprehension test can be implemented to assess students' understanding of hortatory texts both before and after the collaborative reading activities. The pre-test serves as a baseline, measuring initial comprehension levels, while the post-test helps determine any improvements in students' ability to analyze persuasive elements, such as identifying the thesis statement, arguments, and conclusions. A combination of multiple-choice and open-ended questions could be used to gauge both surface-level understanding and deeper analytical skills.

Secondly, an observation checklist is a practical instrument for monitoring group dynamics and individual participation during the collaborative reading sessions. This checklist can track parameters such as the level of student engagement, the quality of group interactions, and how effectively students work together to identify key components of the text. By using a structured observation format, researchers can gather consistent data on group behavior and the collaborative learning process.

In addition, a questionnaire can be distributed to gather students' perceptions of the reading activities. A Likert scale could be used to measure attitudes toward the effectiveness of collaborative reading, while open-ended questions would allow students to express their views on how group discussions contribute to their understanding of the text. The questionnaire could include questions such as, "To what extent do you feel that group discussions help you understand the argument structure of a hortatory text?"

Another useful instrument is the interview, where students can provide more detailed feedback on their experiences with collaborative reading. Through semi-structured interviews, researchers can delve into students' perspectives on how group discussions aid in their understanding of persuasive writing techniques, and what challenges they may face during the collaborative process.

Lastly, field notes can be used to capture real-time observations during the collaborative activities. These notes can document any notable student behaviors, group

dynamics, and challenges encountered, offering qualitative insights that complement the quantitative data from tests and questionnaires.

In this study, the data collection instrument involved pre-test, treatment, and post-test to evaluate the impact of collaborative reading activities on students' understanding of curatorial texts. The pre-test is carried out to assess students' initial ability to understand curatorial texts. Furthermore, students receive treatment by applying the Collaborative reading activities strategy, which, according to research by Zagoto (2019), is efficacious in improving students' reading comprehension in hortatory texts. After treatment, a post-test is given to measure the improvement of students' reading comprehension. The pre-test and post-test results were statistically analyzed to determine the significance of the difference.

The data were collected from both the pre-test and post-test. The researcher employed scoring analysis to interpret the results. In analyzing the data obtained from the pre-test and post-test, the researcher used the following procedures:

$$t = \frac{D}{\sqrt{\left[\frac{\sum D^2 - \frac{(\sum d)^2}{N}}{N(N-1)} \right]}}$$

Sugiyono (2020)

Sugiyono (2020) valid research instruments generate data that accurately reflects the concepts intended to be measured. In other words, the instrument must effectively assess what is specifically designed to be evaluated in alignment with the research objectives. Validity is generally categorized into four types: content validity, construct validity, concurrent validity, and predictive validity. This study focuses on construct validity, which refers to the extent to which an instrument accurately measures the construct or theoretical concept that it is intended to assess. For example, tests designed to measure reading proficiency should not inadvertently assess other language skills, such as reading comprehension or writing ability.

$$p = \frac{FN}{N} \times 100\%$$

Where:

P= Percentage

F = Frequency

N = Total number of sample

Find out the mean score by using the following formula:

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

Where:

X = Mean Score

$\sum x$ = Total Score

N = Number of Students

Reliability is a crucial aspect in determining the consistency and stability of an instrument in measuring a particular variable. In the context of this research *The Impact of Collaborative Reading Activities on Students' Reading Comprehension in Hortatory Texts* reliability ensures that the test instrument used to assess students' comprehension produces consistent results across different applications. Sugiyono (2020:121), an instrument is

considered reliable if it can produce consistent results when used repeatedly under similar conditions. This means that a reliable instrument will yield the same or similar outcomes when administered to the same subjects at different times, assuming no significant changes have occurred in the measured variable.

To determine the reliability of the test instrument in this study, a pre-test and post-test were conducted involving a group of students with similar characteristics to the actual research participants. The pre-test and post-test scores were then analyzed using Cronbach's Alpha formula, a widely used statistical method for measuring internal consistency.

3. Result and Discussion

This study employs an experimental research design. The population consists of fourth-semester students at HKBP Nommensen University. The students were divided into three groups, each of which was given a pre-test and a post-test to assess their reading comprehension abilities and to evaluate the impact of Collaborative Reading Activities. This section presents the analysis of data collected to investigate the impact of collaborative reading activities on students' reading comprehension in hortatory texts. This analysis aims to determine whether collaborative reading significantly improves students' ability to understand and interpret hortatory texts compared to traditional reading methods.

The analysis begins by comparing the mean scores of the pre-test and post-test for each group to observe any improvements in reading comprehension. Descriptive statistics, including mean, standard deviation, and percentage of increase, illustrate each group's performance. These descriptive data provide an initial overview of how each group progressed throughout the intervention.

The following subsections present the detailed statistical calculations, including data tables, graphs, and interpretations of the t-test results. These findings will provide a comprehensive understanding of the effectiveness of collaborative reading strategies in enhancing students' comprehension skills, particularly within the context of hortatory texts.

Table 1. The Calculation of Pre-Test and Post-Test

No.	Students' Initial Names	Groups	Pre-Test (X_1)	Post-Test (X_2)	Difference Score ($d=X_2-X_1$)	Square of Difference Score (d^2)
1.	FM	A	30	30	0	0
2.	NCS	A	30	50	20	400
3.	ARS	A	60	90	30	900
4.	IAS	A	40	70	30	900
5.	LNS	A	50	100	50	2500
6.	RG	A	50	80	30	900
7.	CM	A	40	90	50	2500
8.	AGM	B	70	100	30	900
9.	JYE	B	50	100	50	2500
10.	GVL	B	60	90	30	900
11.	FNS	B	50	90	40	1600
12.	MLS	B	60	80	20	400
13.	YZL	C	60	90	30	900

14.	LES	C	40	80	40	1600
15.	YS	C	50	100	50	2500
16.	MKM	C	60	80	20	400
17.	NS	C	70	80	10	100
Total		17	870	1500	530	19.900

The results above indicate a significant difference in the average scores achieved by the students. The post-test scores are notably higher than the pre-test scores, with an average post-test score of 82.35 compared to a pre-test average of 51.17. This demonstrates that students' performance improved after receiving the treatment through Collaborative Reading Activities.

To know whether the hypothesis was accepted or rejected, hypothesis testing was conducted using the t-test formula. The t-test calculation for the degree of freedom $df = x = 17 - 1 = 16$ at a significance level of 0.05 was applied in this study. Based on the t-test results, it was found that the tcount is greater than the ttable.

$t\text{-count} > t\text{-table}$ ($p = 0.05$) with df 17

8,855 > 1,740 ($p = 0.05$) with df 17

Since the t-count value exceeds the t-table value, we accept the alternative hypothesis (H_a) and reject the null hypothesis (H_0). This suggests that impact of collaborative reading strategy has a significant effect on student learning.

Discussion

The purpose of this study is to analyze the impact of collaborative reading activities on students' reading comprehension, particularly in understanding hortatory texts. These texts, which aim to persuade or advise readers through logical arguments and recommendations, present unique comprehension challenges due to their abstract language, rhetorical features, and complex structure. As such, the development of strategies that enhance students' ability to decode and interpret these texts is crucial in academic reading instruction.

Based on the findings from the pre-test and post-test results, it was revealed that students who were taught through collaborative reading activities experienced a significant improvement in their comprehension abilities. The mean post-test score reached 82.35, representing a substantial gain from the pre-test mean score of 51.17. This marked increase highlights the effectiveness of collaborative reading as a pedagogical strategy. The statistical analysis further confirmed this improvement: the t-test result yielded a value of 8.855, which greatly exceeded the critical t-table value of 1.740 at the 0.05 level of significance. This clearly indicates that the improvement in reading comprehension was not due to random chance, but rather a direct result of the instructional treatment. Thus, the null hypothesis (H_0), suggesting no significant difference between the two sets of scores, is rejected, and the alternative hypothesis (H_1), proposing that collaborative reading has a significant impact, is accepted.

These findings are consistent with the theoretical framework proposed by Vygotsky (2020), who emphasized that learning is a fundamentally social process. According to Vygotsky's sociocultural theory, knowledge is constructed through interaction with others within the learner's Zone of Proximal Development (ZPD). Collaborative reading activities facilitate this process by allowing students to engage with peers who may possess more advanced reading skills or different perspectives. Through meaningful dialogue, peer scaffolding, and joint problem-solving, students co-construct understanding and develop deeper comprehension of the text.

In this study, students participated in structured group discussions, where they were encouraged to share interpretations, pose questions, and collaboratively dissect the persuasive and argumentative elements of hortatory texts. These interactions provided

opportunities for clarification of difficult concepts, collective negotiation of meaning, and increased metacognitive awareness. Students were observed using reading strategies such as summarizing paragraphs, predicting content, identifying main arguments, and asking inferential questions—techniques that are known to foster comprehension and critical engagement with texts.

Moreover, the findings of this research align with those of Gillies (2023), who reported that collaborative learning not only enhances reading comprehension but also cultivates higher-order thinking skills, including analysis, evaluation, and synthesis. Gillies' study emphasized the role of peer interaction in building student confidence and encouraging academic risk-taking. Similarly, in the current study, students became more proactive in articulating their thoughts, justifying interpretations, and navigating the structure of hortatory texts. Importantly, collaborative reading activities also provided a supportive learning environment for lower-achieving students. These learners benefited significantly from peer explanations and modeling, which helped bridge gaps in comprehension and reduce feelings of isolation or frustration. The structure of the group setting fostered a sense of accountability and mutual respect, motivating students to contribute actively to discussions. This inclusive approach promoted equity in the classroom by ensuring that all students, regardless of their proficiency level, had access to meaningful literacy experiences.

The application of collaborative reading strategies also encouraged the use of various evidence-based reading techniques. Techniques such as reciprocal teaching, where students take turns assuming the role of “teacher” to guide group discussion, and think-pair-share, where students first process information independently before discussing it with a peer, were instrumental in deepening understanding. These strategies not only reinforced comprehension but also improved students' ability to express ideas coherently, listen to differing viewpoints, and construct well-reasoned arguments—skills essential for mastering hortatory texts.

In conclusion, the results of this study offer compelling evidence for the effectiveness of collaborative reading activities in enhancing students' reading comprehension, particularly with complex and persuasive texts like hortatory compositions. These findings underscore the value of interactive, student-centered approaches that draw upon social learning theories and promote cooperative knowledge construction. Therefore, educators are strongly encouraged to integrate collaborative reading practices into their instructional repertoire, not only to improve academic outcomes but also to cultivate critical literacy and foster a more inclusive and engaging learning environment.

4. Conclusion

Based on the data analysis and discussion of the research findings, it can be conclusively stated that collaborative reading activities have a significant and positive impact on students' reading comprehension, particularly in the context of hortatory texts. The results from the pre-test and post-test clearly demonstrate a marked improvement in students' abilities to understand and analyze texts after participating in collaborative reading sessions. The average score increased to 82.35 in the post-test, and the t-test result ($8.855 > 1.740$) at the 0.05 level of significance confirms that the improvement is not due to chance, but is statistically significant.

Collaborative reading, which involves students working together in pairs or small groups, proved effective in fostering an interactive learning environment. This method enabled learners to share their interpretations, clarify difficult vocabulary, exchange perspectives, and jointly analyze the argumentative and persuasive elements that characterize hortatory texts. The active engagement promoted by group discussions helped students internalize key concepts, such as identifying main ideas, understanding supporting details, drawing conclusions, and evaluating the writer's intent.

Furthermore, this approach was beneficial in accommodating students with diverse learning styles and language proficiencies. Those who may have struggled with individual reading tasks found support through peer collaboration, which not only boosted their confidence but also increased their motivation to engage with complex texts. Through consistent practice and group reflection, students developed critical thinking skills and became more adept at recognizing textual patterns and rhetorical strategies used in hortatory writing.

The success of collaborative reading strategies in this study also aligns with the principles of constructivist learning theory, which emphasizes that knowledge is actively constructed through social interaction and meaningful communication. When students are given the opportunity to learn from and with their peers, they build a deeper and more lasting understanding of the material. This reinforces the idea that learning is not just an individual cognitive process but a social experience that benefits from collaboration and dialogue. In conclusion, the implementation of collaborative reading activities should be considered a valuable pedagogical tool in the teaching of reading comprehension, especially in relation to hortatory texts. It not only improves academic outcomes but also nurtures important interpersonal and communication skills that are essential for students' overall development. Therefore, educators are encouraged to integrate collaborative reading practices into their instructional routines to enhance student engagement and comprehension in a meaningful and sustainable way.

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