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IMPROVING STUDENTS' READING COMPREHENSION BY USING COLLABORATIVE STRATEGIC READING (CSR) AT TENTH GRADE OF STUDENTS SMAS SHALAHUDDIIN AL-MUNAWWARAH

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Abstract

This research aimed to find out the improving of the students' reading comprehension by using collaborative strategic reading. This research was conducted by using Classroom Action Research (CAR). The subject of this research was X-C grade of SMAS ShalahuddiinAl-Munawwarah in 2020/2021 academic year and consisted of 28 students. The objective of this research was to improve students' reading comprehension by using Collaborative Strategic Reading (CSR) at tenth grade of SMAS Shalahuddiin Al- Munawwarah. This research was conducted in two cycles and each cycle consists of planning, acting, observing, and reflecting. The techniques of analysis data were quantitative and qualitative data. The quantitative data were taken from tests, the tests consist of pre-test and post-test. While the qualitative data were taken from observation, interview, diary notes, and documentation. The result of the data analysis showed that there was an improvement in the students' reading comprehension after implementing Collaboative Strategic Reading. In the pre-test the students mean was 57 and the students who passed the KKM were 4 students of 28 students or 14%. In the post-test I the students mean was 72 and the students who passed KKM were 13 students of 28 students or 46%. And in the post-test II the students mean was 83 and the students who passed KKM were 23 students of 28 students or 82%. And based on the observation sheet, interview, diary notes and documentation, the students were active and enjoy in participation and responses during the teaching-learning process. In the other words, the students' reading comprehension was improved by using Collaborative Strategic Reading (CSR).

Keywords: *Collaborative Strategic Reading (CSR), Reading Comprehension*

INTRODUCTION

English is a global language, it means that English is used by people in almost all part of the world to communicate each other. In Indonesia, English is used foreign language, it must be studied in order to master and develop the knowledge, technology, arts and to create a good relation with other countries. The position of English is as compulsory subject in school from elementary level up to university level. Although, English is just as a foreign language, it has important role in our country. It proves that English is one of the subject required for passing the National Examination for junior and senior high school. This situation showed that how important English is, therefore it is expected that everyone should be able to master English.

As reading dominates all activities in the English subject, the language component, namely pronunciation, grammar and vocabulary should also be learned to support the language skill, especially reading usually, vocabulary or grammar or writing are taught through reading text. According to Brown, he says that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire.² In other words, by reading the reader will get something to improve his knowledge and information from many sources such as magazine, novel, short story, scientific book, religious book, etc.

Reading is complex process for some learners in learning their first language. This process becomes more complicated when they learn foreign language³ Prior knowledge, past experiences and learners backgrounds assist learners in comprehending new information in learning reading in their

mother tongue as well as in EFL. The percentage of struggling readers in foreign language learning or in first language learning is not low. To overcome the issue, teachers use many strategies to enhance students' comprehension skill CSR is most commonly used to enhance reading skills of various types of students such as English language learners, learners with disabilities, struggling learners and marginalized learners.

Reading comprehension also can improve vocabulary and writing skill. According to Nuttal, there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining mind idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are

regarded as difficulties that the students encounter in comprehending the text. Some students also must be understand about the reading comprehension well, because it is very important in their studying, while many of them are lazy to reading about the English text, some of them can be didn't understand about the text.

Based on some search that researcher found, Collaborative Strategic Reading (CSR) can improve the students reading comprehension effectively because this method very simple method and easy to apply to the students, especially to senior high school students and this method is using a concrete object, making it easier for students to learn reading comprehension so that the researcher will apply collaborative strategic reading (CSR) to improve students reading comprehension

REVIEW OF LITERATURE

Reading Comprehension

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text⁵. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well. According to Watson, Gable, et al they said that reading comprehension has been describes as “the most critical skill students need to be successful in school”⁶. And conceptual, subject matter knowledge is enhanced when students are able to access and understand text. Yet, for students who have difficulty understanding what they read, focusing on mechanisms for enhancing text based reading comprehension is essential text based reading comprehension is essential to improve overall understanding. As noted by the RAND Reading study group “because meaning does not exist in text, but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension”

Reading Comprehension is one of the ability that we must have, and we must understand, because with the reading ability we can read the reading text they will know the used of reading comprehension because they have real experience in having ability of comprehension some information in reading book Affectives Reading Comprehension Factor

Snow stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of

reading and the reading techniques. According to Klingner, Vaughn and Broadman there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context.

In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

Collaborative Strategic Reading (CSR), was found and developed by Klingner and Vaughn. They state that Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching student reading comprehension and building vocabulary and also working together cooperatively¹⁰. It means that Collaborative Strategic Reading (CSR) is a technique that can improve students reading comprehension increases their vocabulary and also enhanced cooperative skills during reading activity. Meanwhile, Sharon Vaughn, Janette Klingner, et al state that CSR was designed to address the three prevailing educational issues discussed previously: (a) meeting the learning needs of an increasingly diverse student population, particular English language learners and students with learning disabilities, (b) providing an instructional practice that enhances comprehension of text and skills to learn from text and, (c) providing procedures that facilitate peer-mediated instruction. Initially, the teacher presents the strategies to the whole class using modelling, role playing, and teacher think-aloud. The concept is engaging student to work in small cooperative

group and applying four reading strategies: preview, click and clunk (fix-it strategies), get the gist (main ideas), and wrap up (summarizing and questioning strategies). Procedures of Collaborative Strategic Reading (CSR) In this phase, students learn four strategies: *preview, click and clunk, get the gist, and wrap-up*. Preview is used only before reading the entire text for lesson. Meanwhile, wrap-up is used only after reading the entire the text for lesson. The other two strategies, click and clunk and get the gist, are used many times while reading the text, after each paragraph or two. Here the CSR plan for Strategic Reading according Klingner and Vaughn:

Before reading

1) Preview

- a. Brainstorm: What do we already know about the topic?
- b. Predict: what do we think we will learn about the topic when we read the passage? R E A D (the first passage or section) During Reading

2) Click and Clunk

- a. Were there are any parts that we hard to understand (clunks)?
- b. How can we fix the clunks?

Advantages and Disadvantages of Collaborative Strategic Reading

According to Abidin, M.J.Z and Riswanto there are some reasons why it is needed to implement CSR in reading class. These reasons can be included as the advantages of implementing CSR. They are as follows:12

CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively.

CSR engages students to work in small group cooperatively, so the students have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills in achieving similar learning goals. Whereas, according to Klingner

and Vaughn, there are some disadvantages of CSR, they are:13

CSR strategy requires much time to teach the students and much time may be wasted in negotiations about who would perform on specific role

To implement CSR, teacher needs to be given an intensive collaborative professional development programming class.

Teaching CSR in reading content area may need more attention than other foreign language subject because teacher may lack of English comprehension in bilingual class program, the teachers use two instructional languages for the students, the CSR need to be taught collaboratively as a teaching team.

RESEARCH METHODOLOGY

This research applied Classroom Action Research (CAR). As conveyed by Wallace, action research is associated with a classroom investigation carried out by a researcher or teacher sharply looking at their practice aiming at comprehending and enhancing their teaching and the education quality. As conveyed by Arikunto, at least there are two cycles that

have to be applied continually. demonstrates that CAR comprises two cycles in which if the results are not gratifying, the cycle 2 can subsequently be carried out so that the determined criteria can be achieved.

Before conducting cycle 1, the researcher initially undertook a pre-test to examine the basic knowledge of the students concerning reading comprehension. In this research the procedures were broken down into two cycles. In cycle I there are: Planning, Action, Observation and Reflection. Planning was associated with a preparation for accomplishing something. In this context, planning referred to the preparation for conducting research in which everything that had something to do with learning process was prepared by the researcher. In Action, referred to the series of activities in carrying out the research. It was the implementation of the planning mentioned above. In this phase, the students would be taught on the ways they could apply in enhancing their reading comprehension through Collaborative Strategic Reading (CSR). In Observation, the researcher observed the students' participation in reading comprehension the researcher found out the problems in which she filled the observation sheets,. And, in the reflection was applied by adjusting to the data analysis attained from the observation and evaluation activities.

In Cycle II there are also: Planning, Action, Observation and Reflections. In planning activity in the cycle 2 was similar to the planning activity in cycle 1. It was grounded on the results of the reflection in cycle 1 and was undertaken to preclude the study from the hindrances that were encountered in the cycle 1 such as the

hindrance on the students and the implementation of the learning process aiming at enhancing the students' reading comprehension through CSR method. Actions In this phase, the lesson plans planned and developed from the cycle 1 were implemented in which they were designed to enhance students' reading comprehension. Observation in first cycle 1 was the same as the observation in the cycle 2 in which observation and evaluation were accomplished to examine the improvement of students' reading comprehension. In the reflection of the cycle 2, the researcher considered and analysed the results of the action implementation. If the results could not achieve CAR target yet, then the cycle 3 would be undertaken. However, if the students' reading comprehension test improved and get the expected results, the researcher could stop the research in the cycle 2.

The CAR applied in this study was implemented at SMAS Shalahuddiin Al-Munawwarah, located at Bustanussalam, Blangkejeren, Gayo Lues, Aceh. The participants of this study comprised the tenth grade students (X-C) of SMAS Shalahuddiin Al-Munawwarah. The researcher, the students, and the English teacher were involved since this study employed CAR. Accordingly, the researcher collaborated with the English teacher in conducting this study to improve students' reading comprehension. In this class the students consist of 28 students, and all of the students are female. This study was accomplished in the first semester of the academic year of 2020/2021 and adjusted to the school schedules, particularly the schedule of English Subject in tenth grade (X- C)

FINDINGS AND DISCUSSION

a. Finding

The data analysis of this study was quantitative and qualitative data. The quantitative data were attained from the tests (pre-test and post-test) with the main of the students' score in each test. The qualitative data were attained from observation, interview with teacher and students of X-c grade, diary notes, and documentations.

The researcher gave the test in the end of each cycle. It denoted that the means of students score went up from the pre-test until post-test. In the pre-test, it denoted that the total score of students comprised

1,600 and 28 students took the test. And hence, the students' mean was:

$$X = \frac{\sum X}{n}$$

$$X = 57$$

In brief, students' reading comprehension in English was still very low. The mean comprised 57. To find out the number and percentage of students reading comprehension in English, the researcher applied the following formula:

$$P = \frac{f}{n} \times 100\% \quad P_1 = \frac{4}{28} \times 100$$

$$P_2 = \frac{24}{28} \times 100\%$$

$$\mathbf{P_1 = 14\% \quad P_2 = 86\%}$$

It demonstrated that the pre-test of students' reading comprehension in English was still very low. There were 4 students gaining successful score (14%), and 24 students attained unsuccessful score (86%). Accordingly, treatment and post-test in cycle 1 should be accomplished.

The results of post-test of the cycle 1 were denoted that the total score of students comprised 2,010, and there were 28 students taking the test. And hence, the students' mean was:

$$X = \frac{\sum X}{n}$$

$$X = 72$$

From the analysis above, the students' reading comprehension in English improved. The students' mean comprised 72. To examine the number and percentage of students reading comprehension, the researcher applied the formula below:

$$P = \frac{f}{n} \times 100\% \quad P_1 = \frac{13}{28} \times 100\% \quad P_2 = \frac{15}{28} \times 100\%$$

$$\mathbf{P_1 = 46\%}$$

$$\mathbf{P_2 = 54\%}$$

The mean students' score comprised 72. There were 13 students gaining successful test (46%), and 15 students also attained unsuccessful test (54%). The post test in cycle 1 was classified "unsuccessful" cycle since the result of the minimum standard of successful criteria (SKM) was >75 score.

As denoted by the result of the students' reading comprehension test in the cycle 1, the mean score went up, namely from the students' reading comprehension test in the pre-test to the cycle 1. In the pre-test, the mean score went up (from 57 to 72 or from 4 students passing the score above KKM to 13 students). It denoted that the improvement of the main score was 26%. The calculation of improvement percentage can be viewed in the following formula:

$$P = \quad \times 100\% \quad P = \quad \times 100\% \quad P = \quad \times 100\%$$

$$P = 26\%$$

The percentage above demonstrated that the students' reading comprehension in the cycle 1 was classified unsuccessful. Hence, cycle 2 had to be accomplished so that the score of the students' reading comprehension could be increased.

The analysis of the result from cycle 2 was denoted that the students' score in reading comprehension test went up. The total score of students comprised 2,310, and there were 28 students taking the test. And hence the students' mean was:

$$X = \frac{\Sigma X}{n}$$

$$X = 83$$

It was depicted that the students' reading comprehension in English improved. The students' mean comprised

83. To examine the number and percentage of the students reading comprehension, the researcher applied the formula below:

$$P = \frac{f}{n} \times 100\% \quad P_1 = \frac{f_1}{n} \times 100\% \quad P_2 = \frac{f_2}{n} \times 100\%$$

$$P_1 = 82\%$$

$$P_2 = 18\%$$

As denoted above the students' reading comprehension increased. The students' mean comprised 83, and 23 students were successful in the test (82%). Meanwhile, 5 students gained unsuccessful test (18%). In short, the students' reading comprehension improved and the post-test II in cycle 2 was successful.

The calculation of the improvement percentage could be seen in the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{83 - 57}{57} \times 100\% \quad P = 46\%$$

$$P = 46\%$$

The analysis above demonstrated that students' reading comprehension improved while carrying out this action research in the cycle 2. The results of the students' score in reading comprehension test from pre-test, post-test I, and post-test II based on the topics Narrative Text. In pre-test the mean score were 57 and the total score of students comprised were

1,600. In pre-test there are 24 students were unsuccessful while only 4 students were successful, and in the post-test I cycle 1 the mean score were 72 and the total score of students comprised were

2,010, and there are 15 students were unsuccessful and only 13 students were successful. While in post-test II cycle 2 the students mean score were 83 and the total score of students comprised were 2,310, and there only 5 students who got unsuccessful and 23 students got successful in this test.

b. Discussion

This research was accomplished to find out whether the application of the CSR could improve students' reading comprehension in English. As mentioned in the theories, CSR could enhance students' reading comprehension. Additionally, the previous or related studies demonstrated that students' reading comprehension in English by applying the CSR improved.

The results of this study indicated that the students' reading comprehension was improved by Collaborative Strategic Reading (CSR). It was evidenced by the tables denoting the increasing of students' scores from pre-test, post-test I, and post-test II in the analysis data. Besides, this method assisted the students in comprehending the topics effortlessly since they attempted to tell the material to their classmates. The CSR could indeed be applied in teaching reading comprehension to enhance the students' reading comprehension.

Based on the result of quantitative data, the result showed that the students' score in pre-test were still low, only four students got score up >75, it caused the students still not understood about reading comprehension and didn't know how to do according to generic structure.

In cycle I the students ability in reading comprehension improved. the score was higher and higher for each meeting in the test. It was proven by fact that the mean of the score in post-test I improved. The mean score of post-test I was 72 or 13 students it was higher than pre-test. The student's post-test I improved. It show that the implementation of Collaborative Strategic Reading (CSR) in cycle I can improved the students reading comprehension. The student's responds when using Collaborative strategic Reading (CSR) was very good. Because with the CSR can

make the students active in group and interested the lesson and the students more understand about reading comprehension.

The mean of post-test of cycle II was 83 or 23 students. It was higher than the post-test I. It means that the student's understanding about the reading comprehension better than before cycle. It was proven from the students who passed in the post-test II. In cycle II only 5 students still didn't understand well about the material. The result of the research showed the implementation of Collaborative Strategic Reading (CSR) could improve the student's reading comprehension.

The qualitative data were taken from interview, observation sheet, diary notes, and documentation. It was found that the class was effectively. Qualitative data also be an improvement of the teacher's and student's activities during teaching learning process.

To sum up, the results of this study indicated that the theories and the previous studies demonstrated the same results as this current study in which students' reading comprehension could be enhanced by applying the CSR. Accordingly, this method truly enhanced the students' reading comprehension. In addition, the qualitative data denoted that the students were active and felt enjoyable when partaking and giving responses during the teaching-learning process.

CONCLUSION AND SUGGESTION

The implementation of the Collaborative Strategic Reading (CSR) can improve students' reading comprehension at the tenth grade of SMAS Shalahuddiin al-Munawwarah. It was found that the students gave responses and partook in the class. In short, they were interested and felt enjoyable in applying this method. It was evidenced by their participation in the reading class, discussions, performing their groups in doing the strategies of the CSR. Additionally they felt so enjoy in their discussion group. Collaborative Strategic Reading (CSR) can be functioned as an optional method for the English teacher in teaching reading comprehension since this method can enhance the tenth grade students' reading comprehension of SMAS Shalahuddiin Al-Munawwarah. The results demonstrated that the students' scores increased from the pre-test to post- tests 1 and 2. In the pre-test, those passing the KKM comprised 4 students out of 28 students (14%). In the first post-test, those passing the KKM comprised 13students (46%). Meanwhile, in the post-test II, those passing the KKM comprised 23 students (82 %).

Based on the conclusions above, the researcher would like to give some suggestions as follows, For the English Teacher : It is necessary for the English teacher to choose and make creative and attractive activities in teaching English. Additionally, the teacher should be capable of generating more enjoyable atmosphere and enhancing students' reading comprehension by implementing other reading comprehension methods. In teaching English, reading in particular, the teacher can apply the CSR method since this method can trigger students' enthusiasm to be more active in reading comprehension. Nevertheless, the topic should be chosen selectively by adjusting to the applied method since not all topics can be taught with the CSR method. For the Students : Even though the students' reading comprehension at the tenth grade improves, they still have to practice their reading comprehension regularly so that their skill can get better and they can implement the CSR while doing the teaching learning. Besides, they can ask their teacher to apply other reading comprehension method to get a better comprehension reading.

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