

# 03.\_Efficacy\_of\_Collaborative\_Strategic\_for\_Reading\_CSR

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## Efficacy of Collaborative Strategic for Reading (CSR) To Improve Students' Reading Comprehension

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### Abstract

The purpose of this research or the study was to improve students' reading comprehension skills. Classroom Action Research (CAR) has been used to adopt this research. The research includes five stages, namely preliminary research, preparation, implementation of plans, observation of results, and reflection of results. The research was conducted in three cycles, each cycle being tested for reading comprehension which aims to evaluate student learning outcomes. The subjects of this study were class VIIIC students of SMP Negeri 11 Malang 44 first semester students (2019/2020). The types of data in this study consisted of field notes, observation sheets, tests, and interviews. This type of data is used as the basis for evaluating student achievement in reading comprehension in each cycle. The result of the study showed the implementation of the Collaborative Strategic Reading (CSR) improved the students' reading comprehension. As indicated by the increase in the average score of students and the percentage of students who achieve mastery learning to read comprehension descriptive texts in the post test given in three cycles (72 and 77% in the first cycle, 74 and 82% in the second cycle, and 78 and 86% in cycle III). The implementation of CSR in reading comprehension was effective in improving students' reading comprehension skill.

**Keywords:** improving, collaborative strategic reading, reading comprehension.

### INTRODUCTION

Among the various English reading ability that are categorized as decoding skills, reading is tabulated as one of four significant decoding skills, all of which are defined as the ability to decode codes and ideas. Reading is interpreting, which means reacting to a written text as a piece of communication (Khonamri and Karimabadi, 2015). Reading means getting out of the text as nearby as possible the message that the writer put into it (Al-Roomy, 2013; Anwar, 2020). Communicative intents are assumed on the part of the writer in which the reader has specific motivations of their own. The second quote states that people actually think reading

is a meaningful activity, and therefore believe that people frequently say that reading is the window of the world. It is about exploring the world which people who read can obtain information from many places without having to travel (Vaughn et al., 2013). Most of the students in the classroom think reading assignments are dull and boring. They frequently delay reading in order to prolong the activity. They are capable of doing the reading, but they don't have the vocabulary to comprehend the content of the text. From the way they answer the questions, it can be inferred that the only information they found in the questions was what was in the questions (McCown and Thomason, 2014; Vaughn et al., 2013). More accurately, their sentences are not being produced as expected by the teacher. The passages they find are not the same, so the difficulty level increases. Thus, there are many incorrect answers, and they receive a low grade.

Creating the joyful learning is a challenge in which the teachers must be able to conduct the various ways of teaching method, because they are the power of teaching (Boardman et al., 2015; Boardman et al., 2016). In this context, the teaching method and the teaching aids are very useful when the teacher carries out the teaching and learning process. If they are implemented accurately, creatively, and innovatively they will be effective ways to change significant atmosphere in teaching process. Furthermore, it stated "The activities for young learners must be done interestingly, challengingly, appropriately, purposefully." They should call for students' language use, give language input, and promote learning other things.

One factor affecting the success or failure of teaching of English comes from the teacher. a teacher is the main figure in language classes since the teacher can manage all the learning teaching activities (Boardman et al., 2015; Wafa et al., 2018). Boardman et al., (2015) has opinion one of the classroom decisions that teacher can make is the choice of the learning strategy to be applied in learning teaching process.

The strategy used by the teacher in learning teaching activity especially in teaching reading is an important factor for helping both the teacher and the students to achieve the instructional objectives. Due to the fact the teacher is displeased that the students' competence in reading understanding is still low. Many students find difficulties when reading an English text. Some factors found during the researcher's surveys are that (Hitchcock et al., 2011): 1. low motivation leads to students often feeling bored when reading and shying away from answering and making mistakes, 2. Due to the students' lack of vocabulary and structure, they frequently open the dictionary in order to look up difficult words, causing them to spend a lot of time and consequently showing a weak point in their grammar, 3. The students have no cooperative skills, which makes them uncomfortable and awkward when asking their teachers and peers for help with their reading issues, 4. the teacher applies an unappropriated teaching strategy and aids. Obviously, these problems are usually looked forward by the English foreign learners, which means Indonesia is not a first or a L2 but it is a foreign language. On the contrary, if they do not have the basic and

background or reference of knowledge, they distort meaning as they attempt to adjust the writer's intent to their own knowledge of the world.

Reading comprehension is classified into three different categories: literal, interpretative and critical comprehension (Gani et al., 2016). The literal comprehension's main purpose is to enable learning the information that is clearly stated in a selection. Take, for example, a who question, which would be looking for a person's name or identification; a what question, which is searching for something or something to happen; a where question, which is seeking a location; a when question, which is concerned with a particular time; a how question, which is on the matter of accomplishing something; and a why question, which is on the issue of why something is the way it is or was <sup>10</sup> accomplished. After discussing these question words in the reading text. The effect comprehension depends on basic skills led to exercises and trying for centered on identifying main ideas, interpreting sequences, determining cause-effect relations, and drawing conclusion. Outlining, summarizing, and precis writing were thought to be helpful in comprehending text. In most instances, students are asked to perform the exercise and tasks but were not taught how (Boardman et al., 2015; Gani et al., 2016). The goal of interpretative reading is to: (a) discovering conclusions about passage main ideas; (b) a relationship between cause and effect where the relationship is not mentioned; (c) referred to by pronouns; (d) referents of adverbs; (e) determining the author's intentions; (f) describing conclusion; (g) discovering symbolic value in figurative language.

Implementing students to understand the important information found in functional reading texts is essential to educating at the junior high level. procedure, narrative, descriptive, recounting, and reporting. The descriptive text is chosen because the research takes on the first semester of the second year (Al-Roomy, 2013). Descriptive text is commonly for giving information, but based on social context, descriptive text purpose to describe things, animal or person particularly. It has generic structure: identification and description. Obviously, descriptive text makes someone see, hear, feel, or smell something, without a directly doing these activities. People often use this text when they describe about new dress, new friend, a beloved cat or others that they describe when they are telling.

Enjoyment of reading should be considered of prime importance <sup>14</sup> (Gani et al., 2016). We should prove that reading is not a boring activity. One of the techniques <sup>8</sup> that can make the students enjoy reading is Collaborative Strategic Reading (CSR). This technique can be used to improve students' reading comprehension, increase and develop their vocabulary, enhance cooperative skills, and increase or enrich content and the topic area in learning proces (Alqarni, 2015). Actually, the CSR is strategy that is taken from part of the Contextual Teaching Learning especially in learning community (Anwar, 2020; Klingner and Vaughn, 2000).

In sum, the CSR is one of the strategies in learning reading to increase the achievement of students at risk, average students and high average students. The students especially at eighth grade of Junior High School consist of the disability's students, students at risk and average students. They do not have high motivation in English learning; they don't consider that English is very important. They only think that English is one of the lessons in which should be learned or it is important for National Examination. Based on the of the problems and also background of the student, the writer formulates the problem on the study as follows: How can the CSR be used to improve students' reading comprehension.

## <sup>6</sup> METHOD

### Research Design

The research design of this study was CAR. researcher worked with another English teacher to help her conduct the research, deal with the students' problems, investigate, and document the lessons, events, and student activities during the school day. It was done for the sake of finding out an elaborated teaching strategy of reading comprehension that is more applicable mainly for the students of Junior High School/SMP Negeri 11 Malang (2019/2020), so that it improved their reading achievement. The research was directed to find an elaborated teaching strategy concerning with reading comprehension of descriptive text.

### <sup>7</sup> Data and Source

The data collection in this study consists of the result obtained of teacher and student observation during the implementation of the learning teaching process; also field notes from practice. the application of the research's interview; and the students' test achievement administered in the preliminary study and their test achievement conducted at the end of each cycle.

### Techniques of Collecting Data

To collect the data in the study (qualitative and quantitative data), three kinds research instrument are used:

#### Observation sheet

The observation activity is carried out to observe the teacher's and the students' activities during the learning teaching process. It is expected to know the suitability between the planning and the implementation of the action and to collect data of students' activities. The practitioners of these activities are teacher as a researcher, and teacher collaborator by using the observation sheets.



**Field Note**

<sup>9</sup> Actually, field notes intended to write down important events concerning with the teacher's and students' activities uncovered in the observation sheet. Field notes is the description of what was being heard, seen, experienced and thought in the course of collecting and reflecting on the data. They are such as time allocation, classroom atmosphere, task organization, and teacher's feedback.

**Interview Guide**

<sup>15</sup> This technique is done in the end of the research to know the students' view of the teaching learning process, especially the using collaborative strategy reading in teaching reading comprehension of descriptive text, for instance, the team-assigning, learning material, the learning success, instructional process and students' interest. The interview is recorded in private either inside or outside the class.

**Test**

The researcher gives tests of reading comprehension. There are two kinds of the test called: pre-test and post-test. <sup>2</sup> The first test is the test given to students in preliminary study. <sup>2</sup> The second test is the test administered to the students at the end of the cycle to investigate the improvement of the students reading comprehension in descriptive text after applying the collaborative strategic reading. The improvement of the students' achievement is considered satisfactory if the numbers of the students who achieve at least the passing grade (75) of their score is at least 85% of all students.

**Technique Analyzing Data**

<sup>7</sup> The data analyzed based on kinds of data. In this research, researcher is going to analyze the data in two ways. The ways are:

**Descriptive Qualitative Technique**

Descriptive qualitative technique is used to detect students' performance during the teaching learning process. To record all activities in the classroom researcher uses field note. It describes the process and result of students' improvement in reading comprehension by using CSR.

**Statistical technique**

A statistical technique is used to know the extent to using CSR to <sup>1</sup> improve students' reading comprehension the result of pre-test and post-test. In analyzing quantitative data, the researcher applied statistic descriptive technique. It is done by describing the tests results. The results of pre-test and post-test are analyzed to show the achievement data. This analysis to find out means can be used to prove

Whether or not teaching reading comprehension by implementing CSR technique can improve the reading comprehension skill. The formulas are stated as follows:

a. Pre-test  $X = \frac{\sum X}{N}$       b. Post-test  $Y = \frac{\sum Y}{N}$

<sup>1</sup>  
Where:

X: means of pre-test score

Y: means of post-test score

N: Total sample

<sup>1</sup>  
The data from the observation are be taken from activities during the teaching and learning process and to discover how the learning and teaching process connected to reading comprehension skills. The data from pretest and posttest are analyzed based on the students' individual scores and their mean scores in the pretest and posttest

## RESULTS AND DISCUSSION

This part presents the discussion of the research findings including two main topics. The first topic concerns with discussion the implementation of the CSR toward the teaching reading comprehension, the strength and the weakness of CSR, and the improvement of the students' reading comprehension.

### *Discussion of the Implementation of CSR in Teaching Reading Comprehension*

This section elaborated discussion the implementation of CSR in reading comprehension. The reading activities involve pre reading, while-reading, and post reading (Boardman et al., 2016). The CSR adapted the three phases into preview, click and clunk, get the gist and the wrap up. The first is pre-reading, in this phase the classroom activity is carried out the preview phase. The second is whilst reading in which involves the click and clunk, and get the gist. The wrapped up is implemented in the post reading. CSR is a strategy to improve the student's ability in reading comprehension.

### *Pre-reading*

Based on the CSR, the preview is implemented in this phase because the goals and novelties of previewing are (a) students can learn as much as possible about the passage in a brief period of time (2-3 minutes), (b) to activate their basic and background knowledge about the topic, and (c) to provide assistance with their predictive abilities (Boardman et al., 2016; Klingner and Vaughn, 2000). The purpose of previewing is to pique students' interest in the subject and to immediately interest them in active reading. Students should look at essential headings, highlighted words, and images as well as graphics, tables, and graphs while previewing before reading. Therefore, The teacher used media as picture, map, and real thing to gin up students' inactive background knowledge. Boardman

et al., (2015) stated that there are five indicator and factors which influence the comprehension ability. They are intelligence, background knowledge or experience, mechanics of learning reading process, interest and interest span, and skills of comprehending. The teacher activated the students' prior knowledge by giving questions and showed me <sup>13</sup>um of learning. Boardman et al., (2015) stated understanding and knowing what has been read It is an active learning process that relies on both comprehension skill and reader knowledge.

### **While Reading**

On this phase, the teacher distributed the worksheet in which contained the material of text descriptive and the task or some questions. The text measured the reading comprehension achievement, they consisted the literal and inferential questions in which the characteristics of reading comprehension. Junior High School students simply aren't qualified to do the evaluative reading comprehension <sup>4</sup>Novita, 2012). Al-Roomy (2013) states When a reader is able to recognize and know the meaning of the words and sentences stated in the text, those who could really fully comprehend a text.

The click and <sup>5</sup>unk in which the second phase of the CSR was applied in while-reading activity. the goal of clicking and clunking is to teach students to track their comprehension and to identify when breakdowns occur. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that <sup>8</sup>does not make sense, "Clunk" – comprehension breaks down. In this phase, the teacher asked the students to read the while doing click and clunk. If the students find the difficult words, the clunk expert would help them.

Beside the click and clunk, the third phase of CSR is getting the gist in which was applied in the whilst-reading activity (Ziyaeemehr, <sup>8</sup>12). In the get the gist the students in groups or in pairs should restate them the main idea, kind of the text, the grammar used, purpose and generic structure of the text in student <sup>11</sup>own words. The point of teaching students to restate the main point is to make sure they have understood well what they have read. This strategy helps students retain and understand what they have learned by improving their understanding and memory. A important reading comprehension concept is its a psychological process where readers discover, understand, and interpret information with reference to their own experience and needs (Khonamri and Karimabadi, 2015; McCown and Thomason, 2014).

### **Post-Reading**

In the post-reading students could also be encouraged to discuss the task in parts or groups. Comprehension questions are just one form of activity appropriate for post reading. Klinger et al. (2012) says that the post-reading stage (text-related task) is a sort of follow-up activity. Students should consolidate what the students read in this level. They must associate the text's ideas with their own knowledge interests or viewpoints. Following the CSR phase, the wrap up was implemented post-reading <sup>4</sup>lingner et al., 2012). Students wrap up by the material and formulating (QW) questions and answers about what they have learned, and by reviewing key ideas.



Improve students' knowledge, understanding, and memory of what ever and ever they have read. On the wrap up phase, the students in groups should construct the questions for the other groups. Questioning is very important as stated by question made by teachers and students can serve as one of the most effective means of improving comprehension. From above discussion, it could be concluded that CSR was able to help learners learn metacognitive knowledge, vocabulary, and improve reading comprehension.

In this research was found indicators showing the strength of the application of CSR in learning teaching reading comprehension of descriptive text. First, the CSR changed from individual to teamwork, from student self-selected to instructor self-selected peers, from negative dependence to positive interdependence, and from teacher-centered to learner-centered approach. Second, this strategy increased the students' motivation, they enjoyed the learning reading comprehension in descriptive, they don't feel bored, beside they are not shy and afraid to share their problem in reading with their friends and teacher. Hence, they were more confident to give an idea or answer the questions than before they were involved in learning. Third, this strategy increased the students' social skill: to respect and trust others, to give attention in listening to others to communicate. It taught students how to share and solve the problems in learning more effectively.

### ***The Improvement of the Students' Reading Comprehension***

Based on the three-cycle CSR, it is found that implementing the strategy helps to improve students' reading comprehension in descriptive text. Improvement in students' mean score of reading comprehension from the pre-test to the post-test is visible. Moreover, from the analysis of the result of the three post-tests given, in general, it is also concluded that the students reading comprehension improved. Based on the post-test result conducted in the first cycle, it was found out that the mean score of the students' reading comprehension test was 72 in which there was improvement of the students' reading comprehension if compared with the mean score of 65 on the pre-test administered at the preliminary study. Besides, there was also improvement in the numbers of students who achieve mastery learning in the second cycle (82%). The teacher's and students' performance showed that they had improvement. The teacher had improvement in explaining the implementation of the collaborative e strategic reading in her class, the students had reached the good category in participation 67% in the first meeting and 73% in the second meeting.

Based on the analysis of the learning teaching reading comprehension process by using CSR strategy in the third cycle, it was found that the students had been more active and well-motivated, besides they were not reluctant to be involve for learning teaching process. From teacher's performance, she had been also managing the class and to arrange time allotment well. She had improvement in explaining collaborative strategies, and students' role. In addition, in the preview phase, she was able to stimulate students' prior knowledge in preview phase. On the wrap up phase, she had improved in reflecting presented text. In term of the students' result on the reading comprehension post-test in cycle 3, it was found out that the students means' score 78 and only 14% of the students had not reach the criteria success or passing grade than or equal to 75 as the minimum criteria set up

<sup>7</sup> study. It was also found out that the students did not get the difficulties in learning reading comprehension in descriptive text.

## CONCLUSION

Based on the result, it was shown by the improvements of the students' mean scores and the percentage of numbers of the students who achieve the mastery learning in reading comprehension of the descriptive text in the post test given in the three cycles (72 and 77% in the first cycle, 74 and 82% in the second cycle, and 78 and 86% in the third cycle). Then, the implementation of the four phases of CSR included in the three phases of reading comprehension requires the teacher to follow important procedures. The application of this method was quite effective because the knowledge of high-level students could help middle-level students or vice versa.

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