THE COLLABORATIVE STRATEGIC READING (CSR) FOR STUDENTS’ READING COMPREHENSION

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I. INTRODUCTION

Reading has been considered the most important skill for foreign English learners in academic. There were two categories of problem were found by researcher after analyzing, the first category is the students’ reading comprehension problems. One of the strategies for teaching English reading comprehension is Collaborative Strategic Reading (CSR). CSR is originally designed by Klingner and Vaughn in 1996 that combines modified reciprocal teaching and cooperative learning (Bremer, Vaughn, Clapper & Ae-Hwa, 2002). These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading)”. In this research use classroom action research (CAR) by Kemmis and Mc Taggart: 1998. The result in the cycle 2 (test 3) the mean score has improved 5 point, the mean score in the cycle 1 (test 2) was 76.3 and in the cycle 2 (test 3) was 81.6. There were 4 students failed reach the KKM, and there were 31 students reach the KKM it means 89%. And the CSR strategy can improve students’ reading skill at ten grade students of SMK PGRI 1 Lamongan.

Keywords: Reading Comprehension, Collaborative Strategic Reading, CAR.
school, in English there are four skills, namely writing, listening, and speaking. These four skills are interrelated entities and learning must be balanced, reading has an important role in learning English. One of the skills that are needed to be taught is reading, reading needs to be trained in foreign language learners because reading can obtain a variety of basic knowledge such as grammar knowledge, vocabulary, and knowledge. According to Anderson, 1999; Huckin & Bloch, 1993 stated that Reading has been considered the most important skill for foreign English learners in academic contexts especially at the tertiary level because they need to access professional knowledge written in English. According to Bond and Wagner (1963: 5) reading is a process through which the reader tries to share a writer’s point of view, idea, and experiences in order to communicate with the writer.

From reading, the reader can get clear meaning from written material only to the extent that the reader has vivid concepts to associate with the written symbols. The fact is reading becomes a significant skill considering the need of understanding English written texts. Nowadays, an educational is forced to change the concept of thought. Various challenges will be faced by humans also affect in teaching plan and learning method. There were two categories of problem were found by researcher after analyzing the results of pre-research, the researcher identified the problems during reading activity conducted in the class. The first category is the students' reading comprehension problems. The problems were: (1) students had difficulty in inferring meaning of certain words in the text; (2) students had difficulty in identifying the main idea of the text; (3) students had difficulty in finding the implicit information of the text; (4) students had difficulty in finding the explicit information of the text, and (5) students had difficulty in determining the reference. And the second is the fact that the low of students’ reading comprehension is also identified from their pre-test scores which mostly unsatisfying.

In this case, teacher’s role is very important to help students to think innovatively, creatively, adaptively, and flexible. There are many techniques, approaches, and methods of teaching. They are language learning, silent way, total physical response, natural, approach, communicative language teaching and many more. These techniques, approaches, and methods of teaching can be used for teaching English language. In this case, the teachers’ role is really needed. They should have strategies to make the students interest in learning reading comprehension. One of the strategies for teaching English reading comprehension is Collaborative Strategic Reading (CSR).

CSR is originally designed by Klingner and Vaughn in 1996 that combines modified reciprocal teaching and cooperative learning (Bremer, Vaughn, Clapper & Ae-Hwa, 2002). According to Bremer, Vaughn, Clapper and Ae-Hwa (2002, p.1), “CSR consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading)”. In short, CSR is a reading strategy that lets the student work in group of three to five students to examine a text by employing Preview, Click & Clunk, Get the Gist and Wrap Up strategy. Preview creates students’ interest about a topic and makes the students predict the content of the text. Click & Clunk controls students’
understanding especially towards difficult words they don’t know. Get the Gist obligates students to know main idea in a paragraph so they can easily proceed to the next paragraph. Meanwhile, Wrap Up evaluates significance of a text and it invites students to make conclusion from the text.

By applying CSR as reading strategy during reading lesson, students are hoped to have improvement on their reading comprehension.

II. RESEARCH METHOD

In this research use classroom action research (CAR). This research was conducted through the following procedure: (1) preliminary study to know the real problem face the students, (2) planning, (3) implementing, (4) observation, (5) reflection (Kemmis and Mc Taggart: 1998). And the illustration of the research process as figure 1.

![Figure 1. An action research spiral proposed by Kemmis and Mc. Taggart (1988)](image)

This research was conducted at SMK PGRI 1 Lamongan on Jl. Simpang Jaksa Agung Suprapto No. 58 Lamongan, SMK PGRI 1 Lamongan is vocational high school and specific in the field of technology, specifically in Graphic, Electricity Installation, Mechanic, Automotive, and Computer Networking. This research focused on class X Electricity installation (ITL) at the second semester in academic year 2017/2018.

The Researcher chooses this class because the students showed low achievement in reading comprehension. The researcher and the Observer are also the participant in this research. The researcher acts as an English teacher who teaches reading to students by using CSR strategy, while the second researcher acts as an observer who observes teaching learning process during the study.

The researcher decided the criteria of success of this research if 85 % of the students’ got score upper 75. This action research is carried out within two cycles, cycle 1 and cycle 2. The procedures of the research was begun by conducting Preliminary Action is an introduction activity in which the researchers applied the learning-teaching process using conventional strategy, at the same time, observed the student’s participation in teaching-learning process. And Realizing the Action consists of: (a) planning, (b) implementing of action, (c) observing, and (d) reflecting. There are several data collection techniques applied in this study such as test, observation, field notes and interview guide. And the research using Collaborative Strategic Reading (CSR) in this techniques of reading are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading).

And the test was consisted of three tests, namely pre-test in the Test 1, post-test (test 2) in cycle 1 and post-test (Test 3). In cycle 2 meanwhile, during observation, observer is equipped with an observation sheet. Interview guide is done in the end of the research to know the student’s view of the teaching–learning process, especially the using.
collaborative strategy reading in teaching reading comprehension.

III. RESULT AND DISCUSSION

1. Finding test in Cycle 1 and Cycle 2

The following are the result of students’ improvement in test 1, test 2 and test 3. On each test, the result is related to an analytical exposition text that learnt by using CSR strategy.

Based on the table above the highest score in the preliminary study (test 1) was 82 and the lowest score was 60, there were 16 students (45%) of 35 students in grade X ITL who could pass or achieve the reading minimum score (KKM) of 75. This mean there were 19 students (55%) of them who were still below KKM, after the implementation of Collaborative Strategic Reading (CSR) in the cycle 1 of four meeting there were improvement of mean score is 6 score in the Cycle 1 (test 2), the mean score in the test 1 was 70.4 and in the test 2 was 76.3.

<table>
<thead>
<tr>
<th>Test 1 (preliminary study)</th>
<th>Test 2 (cycle 1)</th>
<th>Test 3 (cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score category</td>
<td>Score</td>
<td>Score category</td>
</tr>
<tr>
<td>Highest score</td>
<td>82</td>
<td>Highest score</td>
</tr>
<tr>
<td>Lowest score</td>
<td>60</td>
<td>Lowest score</td>
</tr>
<tr>
<td>Mean score</td>
<td>70.4</td>
<td>Mean score</td>
</tr>
</tbody>
</table>

The result was among 35 students, there were 25 students (71%) who gained 10 points or more as their improvement in reading comprehend, whereas 8 students (23%) had not achieved the minimum criteria yet. In the cycle 1 the students score in reading comprehension has not fulfilled the criteria of success yet but in general the implementation of Collaborative Strategic Reading could increase the achievement of reading comprehend. Table 1.1 shows the recapitulation improvement of students, achievement in reading comprehend from the preliminary study to the reading test after the implementation in Cycle 1.

And in the cycle 2 (test 3) the mean score has improved 5 point, the mean score in the cycle 1 (test 2) was 76.3 and in the cycle 2 (test 3) was 81.6. There were 4 students failed reach the KKM, and there were 31 students reach the KKM it means 89%. Although 4 students (11%) had not achieved the minimum criteria yet, however the students’ score in reading comprehend in Cycle 2 fulfilled the criteria of success, in general the implementation of Collaborative Strategic Reading (CSR) could increase the achievement of reading comprehension. Table 1.2 shows the recapitulation improvement of students, achievement in reading comprehend from the preliminary study to the reading test after the implementation in Cycle 2.

2. Finding the observation in cycle 1 and cycle 2

The observation in cycle 1

Based the researcher’s observation during the implementation of CSR in teaching learning process of cycle 1 the researcher still found some problems dealing with these three indicators. Those problems could be seen such as follows;

In click and clunk strategy, mostly each group did not write the meaning of difficult words they met in each paragraph of the text without writing its meaning too. For this reason, it showed
that students’ comprehension in inferring the meaning of some words in the text were still low.

In get the gist strategy, there were some groups who still had the wrong answer when they were asked to find the main idea of some paragraph in the text. Almost of them assumed that the main idea of a paragraph is in the first paragraph.

Table 2. Improvement of the students’ Score in Collaborative strategic reading

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Preliminary study</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
</tr>
<tr>
<td>55-65</td>
<td>10 29%</td>
<td>2 6%</td>
<td>0 0%</td>
</tr>
<tr>
<td>66-74</td>
<td>9 26%</td>
<td>8 23%</td>
<td>4 11%</td>
</tr>
<tr>
<td>&gt;75 (KKM)</td>
<td>16 45%</td>
<td>25 71%</td>
<td>31 89%</td>
</tr>
<tr>
<td>Total</td>
<td>35 100%</td>
<td>35 100%</td>
<td>35 100%</td>
</tr>
</tbody>
</table>

In wrap up strategy, especially for making questions and its answers, mostly each group tended to make the questions that the answer of the questions they had made explicitly stated in the text than making the questions that require an answer was not stated explicitly in the text or the implicit information. It showed that students’ comprehension in finding the implicit information was still low.

From the facts above, it could be assumed that there were still some problems in students’ reading comprehension that were; the students still got the difficulties in inferring the meaning of some words in the text, finding the main idea of some paragraphs in the text and finding the implicit information of the text.

Reflection in Cycle 1

Based on the analysis of the tests and the observation of the action in cycle 1, the researcher got the results that there was the improvement of students’ reading comprehension after implementing the action. Based on the facts above, the researcher reflected some positive results and some weaknesses in the first cycle. The students were able to find the explicit information of the text, able to determine the reference of some words in the text and almost all students gave more attention and active during reading lesson when teaching learning process was conducted. Although, these improvements were still under English Standard Score (KKM Bahasa Inggris) and based on the researcher’s observation during the implementation of CSR in teaching learning process of cycle 1 the researcher still found some problems dealing with these three indicators they are in click and clunk strategy, in get the gist strategy, and in wrap up strategy. So, the researcher needed to apply Collaborative strategic Reading (CSR) in cycle 2 to reach the criteria of success.

Revise in Cycle 1

Based on the reflection above the researcher need revise the plan for the next Cycle 2 in order can reach the criteria of success. The researcher revise the lesson plan, the researcher gave the more explanation in finding main idea in the paragraph. The teacher explained about the strategy collaborative strategic reading again. The researcher gave the additional material in students’ CSR Learning log for click and clunk strategy that there was provided the space used to...
write what were the strategies the students used to find the meaning of the difficult words they had found in the text.

**The observation in cycle 2**

Based on the observation during the class in cycle 2, the researcher got there was improvement on students’ reading comprehension. The researcher found that in the end of cycle 2, almost of groups could summarize the text well. Their summary had represented the most important ideas of the text as a whole. Moreover, it could not be disowned that the summary they had made using some references. Overall, as far as the researcher’s observation, the references they used to make their own group summary were correct. At last, it was clear that students’ reading comprehension improved optimally in the end of second cycle. In other words, the implementation of Collaborative Strategic Reading (CSR) had improved students’ reading comprehension.

**Reflection in Cycle 1**

Based on the result of the test 3 and the result of the observation in the cycle 2, the researcher got the results that there was the improvement of students’ reading comprehension after implementing the action, comparing the mean score in the cycle 1 (test 2) was 76.3 with the mean score in the cycle 2 (test 3) was 81.4 there was improvement 5 point in the cycle 2. Only 4 students failed reach the KKM, and there were 31 students reach the KKM it means 89%. It means reading comprehension in Cycle 2 fulfilled the criteria of success, in general the implementation of Collaborative Strategic Reading (CSR) could increase the achievement of reading comprehension. And based on the observation the implementation of Collaborative Strategic reading had improved students’ reading comprehension of SMK PGRI 1 Lamongan.

**IV. CONCLUSION**

After implementing this research, the writer found that during the actions, the students showed their improvement in the teaching and learning process. It could be seen that the students became confident and also enthusiastic during teaching learning process. The use of explicit comprehension instruction concept when applying Collaborative Strategic Reading (CSR) made almost of the students gave more paid full attention during teaching learning process conducted and they did not do the useless activity during the lesson. Moreover, students were not shy and afraid again to ask if they had difficulty in the process of learning. They tended to be active students. It was so because most of students had the chance to discuss and share the ideas among the members of the groups when applying Collaborative Strategic Reading in comprehending the text. The researcher can conclude that CSR strategy can improve students’ reading skill at ten grade students of SMK PGRI 1 Lamongan.

After concluding the result of the study, the writer would like to give suggestions for English teachers can use Collaborative Strategic Reading (CSR) in teaching reading besides their technique to create variety of English teaching learning process in order that students are interested and are not bored in the teaching learning process. And for the students should be aware of the importance of reading to get some information they need. They should not judge reading as a boring activity. The students should be more active, not nervous, and also not afraid of making mistakes during teaching learning process, especially in the reading class.
V. BIBLIOGRAPHY


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