

The Use of Collaborative Strategic Reading (CSR) to Enhance the Students' Reading Comprehension Achievement at Junior High School

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Abstract: this classroom action research aimed to enhance the eighth grade students' reading comprehension achievement by using Collaborative Strategic Reading (CSR) and to know how CSR enhanced the students' participation during learning process of reading comprehension. The research participants were the VIII A grade students of SMPN 1 Pakusari. The data were collected by using reading comprehension test and observation during the teaching and learning process of reading comprehension. After that, the data were analyzed using descriptive statistic to know the students' reading comprehension achievement and their participation after being taught using CSR. The results showed that the use of CSR could enhance students' reading comprehension achievement and participation in reading comprehension class. Hence, it is suggested for English teachers to use CSR in process of teaching and learning reading comprehension.

Keywords: Reading Comprehension, Teaching Strategy, CSR

Introduction

Reading is a basic skill that students have to master in order to learn English. Through reading, we can open our mind as well as gain new knowledge and information. According to Moreillon (2012), students are expected to understand and comprehend what the writer wants to say in a text through reading activities. As stated by Crawley (2001), the purpose of reading itself is to comprehend the communication between readers and authors. Reading comprehension involves comprehending words, sentences, paragraphs, and text. Therefore, to know how well students comprehend the whole text reading comprehension achievement test is needed to be done. Leslie and Caldwell (2007) said that creating short answer comprehension questions is a way to assess students' comprehension.

There are several drawbacks that usually happen in comprehending a text such as lack of vocabulary, low motivation and interest, and problems in finding information from the text. Besides, students need to concentrate their mind to the text in order to comprehend it.

Therefore, many students find many difficulties in comprehending texts. Related to the problem, the researcher found the same situation in SMPN 1 Pakusari. The researcher did

a preliminary study by interviewing one of the English teachers at SMPN 1 Pakusari and got the data that the students of VIII A still had problems in comprehending texts. The students' had difficulties in finding main ideas and finding the meaning of unfamiliar words. Additionally, the class had the lowest percentage of listening comprehension achievement that was 64.5 %. Relating to the problems in reading comprehension, the selection of the strategy or technique should particularly fulfill the students' need or purpose. The use of reading strategies and techniques were believed to play vital role in the process of teaching and learning reading. Teaching students how to utilize reading strategies also foster life-long learning. Therefore, a set of strategy that can be utilized by the teacher is Collaborative Strategic Reading (CSR). This strategy can be used as an option to be applied in teaching reading comprehension specifically for students with reading difficulties.

Literature review

CSR strategy

Collaborative Strategic Reading (CSR) is a strategy used in teaching reading comprehension to assist students overcome their reading difficulties, work cooperatively with each other and enhance learning content area stated by Klingner & Vaughn (.2000). Students have to work in small groups and apply four reading techniques as follows: preview, click and clunk, get the gist, and wrap up Klingner (2000) as quoted by Gani, et al. (2016) separated CSR into before-, during, and after-reading activities. The activities are explained as follows: Preview Preview is an activity in CSR that occurs before students read a text.

Students are required to skim the text and look for clues to make predictions about the material they will learn.2) Click and clunk Click and cluck is an activity that occurs while students are reading each section of the text. In this step, students are required to find some unfamiliar words as well as the meaning of the words. 3) Get the Gist Get the gist is an activity that encourages students to determine the main idea in the section of the text they have just finished reading4) Wrap Up Wrap up occurs after students read the text and apply other techniques (preview, click and clunk, and get the gist). This activity encourages students to create questions and answers about the material they have learned as well as review key information, stated by Klingner & Vaughn (1999)

Previous studies

The previous research about the use of CSR on the eighth grade students of SMPN 23 Surakarta conducted by Cahyawati (2013) proved that the students were more active during the reading comprehension teaching and learning process. In this research, CSR helped students engage actively in the learning and teaching process of reading comprehension. Moreover, students were more enthusiastic in finding ideas from the text because they discussed it in group. Riani (2013) conducted a research on eleventh grade students of senior high school in Majalengka. The results show that CSR enhanced students' reading comprehension achievement and participation.

Based on the theory and the previous researchers above, CSR can be used to help students understanding and finding information from the text by applying four reading steps. Moreover, their engagement with their friends also increases because they work in groups. Yet, they recommend future researchers to conduct such a research on CSR in different research contexts. Therefore, the implementation of CSR to enhance the eighth grade students' reading comprehension achievement and participation at SMPN 1 Pakusari remains necessary.

Research method

Research design

This research used Classroom Action Research (CAR) Design to improve students' reading comprehension achievement. To improve their reading achievement for the classroom treatment, CSR strategy was used. The research conducted SMPN 1 Pakusari with VIII A as the research participants that consisting of 31 students, and the research participants were the students who were chosen based on the percentage of those who got score ≥ 72 was lowest among other classes and it did not reach the minimum requirement score of reading comprehension achievement.

Research data and analysis

In collecting the data, the researcher used reading comprehension test and observation checklist. Then, the analysis method used to know the percentage of students' reading comprehension achievement is as the following formula: $E = \frac{x}{100} \times 100\%$ Notes: E: the percentage

of students who got the score of ≥ 72 in the reading test: the number of students who got the score of ≥ 72 in the reading test N : the number of students doing the reading test Cohen (2017). To analyze the percentage of students' participation during the teaching learning process, the formula used is as follow: $E = \frac{x}{N} \times 100\%$ Notes: E: the percentage of students' participation: the number of students who were active during reading class N : the number of students who attended the class Cohen (2017).

The students were categorized as active students if they fulfilled at least three indicators and categorized as passive students if they fulfilled only one or two indicators. In addition, the criteria for the research success was if at least 75% of the students got score ≥ 72 in reading comprehension test and at least 75% of the students were active in the teaching and learning process of reading comprehension by using CSR.

Research result and discussion

In meeting 1, there were 77.4% of students who were actively participated during the teaching and learning process. The other students who did not join the discussion actively were considered as passive students. Later in the next meeting, there were 87.1% of students who were considered as active students. Hence, it was indicated that the students' participation was enhanced 9.7%. This happened because in the second meeting students were more familiar with CSR strategy and joined the discussion more actively on WhatsApp groups. Additionally, the students' reading comprehension achievement was also enhanced. There were only 20 students or 64.5% of 31 students who got score

≥ 72 in pre-cycle. After the implementation of CSR in the teaching and learning process of reading comprehension, the percentage of students who got score ≥ 72 was enhanced to 80.6%. Therefore, the criteria of success achieved because more than 75% of the students got score ≥ 72 . However, there was a problem during the implementation of reading comprehension test that occurred on July 30th, 2020. One of the students could not take part in the classroom activity on time due to bad internet connection. The teacher had to give extra time for the student to do the test.

Meanwhile, the mean score improved from 71.2 in the pre-cycle to 78.7 in the cycle one. b. The use of CSR could enhance the eighth grade students' participation in the reading teaching learning process at SMPN 1 Pakusari because in the implementation of the action

students interacted more with their friends. Therefore, they became more active and enthusiastic. It can be seen from the results of the observation in Meeting 1 and Meeting 2. The percentage was improved from 77.4% to 87.1%. According to result of the research, the use Collaborative Strategic Reading (CSR) could enhance the students' participation and reading comprehension achievement.

From the results, it was showed that the students of VIII A at SMPN 1 Pakusari could enhance their reading comprehension achievement by implementing Collaborative Strategic Reading (CSR) in the learning and teaching process. The improvement of students' reading comprehension score after the treatment was 16,1%. The result of this action research was relevant with the theory from Klingner & Vaughn (2000) that CSR could be used to enhance students' reading comprehension. In order to find information from the text they had to make predictions based on clues, find difficult words in the text, find main idea of each paragraph, and create questions about the text. The result of this action research was also in line with the previous research result.

Conclusion

Based on the results of the data analyses and the discussion, it can be concluded that.

- a. The use of CSR could enhance the eighth grade students' reading comprehension achievement at SMPN 1 Pakusari because in the implementation of the action students applied four steps namely preview, click and clunk, get the gist, and wrap up. Therefore, the English teachers at the school should use Collaborative Strategic Reading (CSR) in the teaching and learning activity of reading comprehension because it was proven to enhance students' reading comprehension achievement and participation.

Since, CSR is an interesting strategy and new way to learn reading comprehension, future researches are suggested to use this research as a reference to conduct a research dealing with the use of CSR in enhancing students' reading comprehension achievement.

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