

COLLABORATIVE STRATEGIC READING IMPLEMENTATION TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract: This collaborative action research is aimed to find out whether or not the implementation of Collaborative Strategic Reading (CSR) improves students' reading comprehension and also to identify students' attitude towards the implementation of CSR. CSR is reading strategy that employs four strategies namely *Preview, Click and Clunk, Get the Gist* and *Wrap Up* during students' cooperative learning. A class of eleventh grade students of a public senior high school in Majalengka, West Java, Indonesia is participated as the participant of the study. The required data were collected through the use of questionnaire, observation checklist, and reading test. The data from the questionnaire indicated that 82% students had positive attitude toward the implementation of CSR. They feel that CSR improves their motivation in learning English and CSR brings more fun to the process of learning. Moreover, it was found from observation data that the students were actively participated during CSR implementation and they were motivated when comprehending a text by means CSR strategy. Finally, the study proved that CSR improved students' reading comprehension. Students' mean score of reading test in the beginning of the study was 67, meanwhile, after applying CSR as reading strategy, their mean scores improved to 88.

Keywords: CSR, Reading Comprehension, Action Research.

INTRODUCTION

As one of the four language skills, reading plays an important role in enhancing students' English ability. Reading has a function as a tool to access information. According to Anderson, Hiebert, Scott, and Wilkinson (1985, p.7), "Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information." It means that reading is a complicated process of extracting meaning from written texts and in order to be able to read, information sources are needed. The information sources

should be comprehensible and interconnected.

Teaching and learning of reading process in Indonesia have been introduced to students since they were in elementary school. Reading has been acknowledged to them from the simplest form e.g. reading words, reading sentences, and reading paragraphs. Meanwhile, in senior high school level, students are expected to be able to read a more complex form of reading such as reading text.

Based on an interview with an English teacher at one of senior high school in Majalengka, West Java, that conducted on March 19, 2015, it is found

that many students still have problems in reading. When the teacher asked students to read, they seemed to be less motivated and some other students are found lack of vocabulary, with the result that these situations make them difficult to understand what they are reading. The other problem from the students is fluency. Many students are not fluent in reading.

Those cases were quite problematical and should be solved because they can cause further difficulties to the next reading lesson. Thus, it is important to find out solution for students' reading problems. Concerning the problems, the researcher proposed an alternative reading strategy to be used in teaching and learning reading called 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)".

Elkaomy (2004) in Abidin and Riswanto (2012) explains the concept of CSR as the following:

The concept of this strategy is engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview*, *Click & Clunk*, *Get the Gist* and *Wrap Up*. *Preview* allows students to generate interest and activate background knowledge in order to

predict what they will learn. *Click & Clunk* are self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. *Get the Gist*. Students identify the main ideas from reading to confirm their understanding of the information. *Wrap Up* provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension.

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.

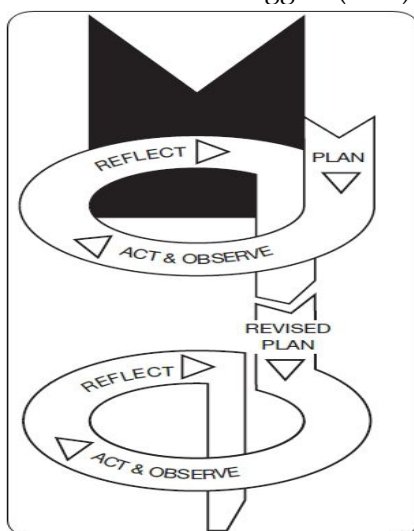
By applying CSR as reading strategy during reading lesson, students are hoped to have improvement on their reading comprehension.

METHOD

This present study applied Classroom Action Research (CAR) method by following Kemmis and Mc. Taggart model (1988). Elliot (1991) as cited in Burns (2010) maintains that action research is a study of a social situation to improve the quality of the action in it. Explaining what action

research is, Kemmis and Mc Taggart (1998) as cited in Burns (1999, p.32) state "Action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process."

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



Kemmis and McTaggart (2000) as cited in Koshy (2005) describe action research as participatory research. In this study, the researchers collaborate with an English teacher, so this study is a collaborative action research. Collaborative action research strengthens the opportunities for the practice to be fed back in a more substantial and critical way (Burns, 1999).

This study is carried out in SMA Negeri 1 Talaga with the participant 40 students. The English teacher recommends this class because there are some reading problems found. Not only the students, the researcher and the English teacher are also the participant in this study. The researcher acts as an

English teacher who teaches reading to students by using CSR strategy, while the English teacher acts as an observer who observes teaching learning process during the study.

This action research is carried out within two cycles, cycle 1 and cycle 2. The procedures of the study is begun by conducting pre-research, followed by planning step, action step, observation step, and reflection step. There are several data collection techniques applied in this study such as test, observation, field notes and questionnaire. The test is consisted of three tests, namely pre-test (Test 1), post-test in cycle 1 (Test 2) and post-test in cycle 2 (Test 3). Meanwhile, during observation, observer is equipped with an observation sheet adapted from Sa'diyah (2011) to observe students' seriousness, enthusiasm, and participation in the class during the implementation of CSR. Completing observation, field notes are taken to record classroom situation during the implementation of CSR. In addition, questionnaire is administered to the students at the end of action research to find out their attitudes toward the implementation of CSR. The questionnaire is adapted from Al-Roomy (2013), consists of twenty questions. It covers nineteen close-ended questions and one open-ended question.

Analyzing the data, students' tests (test 1, test 2 and test 3) were analyzed by calculating their mean score and class percentage which pass minimum score. The assessment of students' answer of test 1, test 2 and test 3 is as follows: correct answers are scored with two points, as suggested by Brown (2003), while incorrect answers and absent or omitted answers are scored with zero. Table 1 Multiple-choices Assessment

Kind of answer	Point
Correct answer	2
Incorrect/absent answer	0

Meanwhile, in analyzing the data from observation, field notes and questionnaire, the study applied data analysis from Miles and Huberman (1994) as cited in Koshy (2005) that

consist of data reduction, data display and conclusion drawing and verification.

RESULTS AND DISCUSSION

The following are the calculation of students' improvement in test 1, test 2 and test 3. On each test, students were asked to ask questions related to an analytical exposition text that learnt by using CSR strategy.

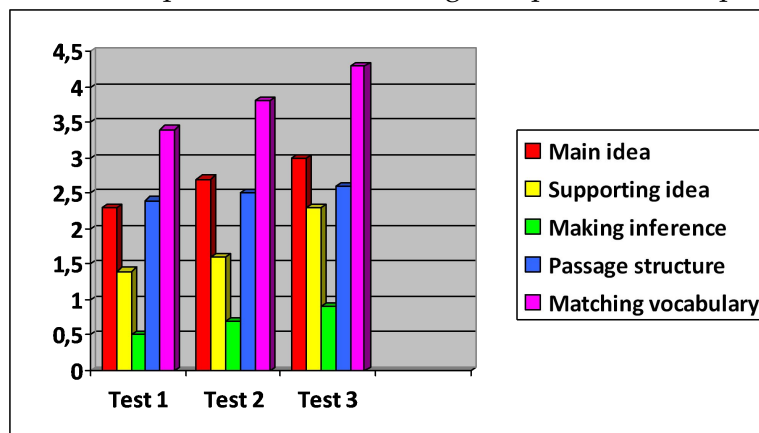
Test 1		Test 2		Test 3	
Score category	Score	Score category	Score	Score category	Score
Highest score	87	Highest score	87	Highest score	100
Lowest score	47	Lowest score	60	Lowest score	73
Mean score	67	Mean score	76	Mean score	88

In test 1, students' mean score was 67. Class percentages which passed minimum score was only 7,5 % with 3 students passed minimum score. Meanwhile, in test 2, students' mean score improved to 76. Class percentages which passed minimum score improved from 7,5% to 52 %. From 31 test takers, 16 students passed minimum score in this cycle and it was a significant improvement. Furthermore, students' reading comprehension was extremely improved in cycle 2. Students' mean score continued to improve to 88 with class percentages which passed

minimum score 97 %. From 36 test takers, 35 students could pass minimum score. In this cycle, students' reading comprehension was extremely improved since the students had understood CSR strategy well and they had applied CSR strategy to reading in longer period.

In addition, in terms of reading comprehension aspects, students' reading comprehension was also improved. Students' reading comprehension improvement on each reading comprehension aspect was summarized in the following table:

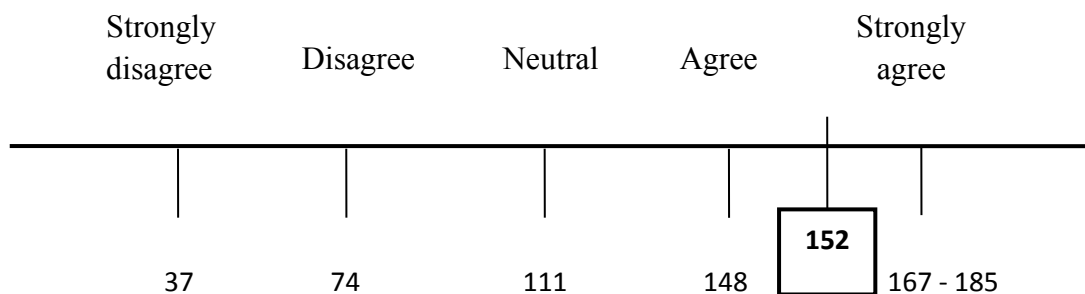
Students' Improvement on Reading Comprehension Aspects



In terms of main idea, students mean score before the implementation of CSR was 2,3. After CSR has been implemented to their reading lesson, their mean score become 3, 0. In terms of supporting idea, students mean score before the implementation of CSR was 1, 4. After CSR has been implemented to their reading lesson, their mean score become 2, 3. Meanwhile, in relation to passage structure, students mean score before implementing CSR was 2, 4. After CSR has been implemented to their class, their mean score improved to 2, 6. In relation with vocabulary aspect, students

mean score before implementing CSR was 3, 4. After CSR has been implemented to their reading lesson, their mean score become 4, 3. In the last aspect, making inference, students mean score before the implementation of CSR was 0, 5 and improved to 0, 9 after the implementation of CSR.

In addition, in relation to students' attitudes towards the implementation of CSR, students give positive attitudes towards the implementation of CSR. The result of questionnaire is explained as follows:



Based on the data above, mean score of questionnaire (152) passed Agree scale. So, it could be concluded that majority of student with percentage 82 % of students were agree towards the implementation of CSR and they gave positive attitude towards the implementation of CSR.

In addition, to know problems faced by the students during the implementation of CSR, they were asked to answer questionnaire item 20. The most frequently problem was related to vocabulary. Twenty students (54%) from thirty seven students reported that the most difficult problem they encountered was there were too many words they did not understand. The second most difficult issue was the complexity of the structures of the passages. Meanwhile, sixteen students (43, 2%) mentioned that the situation of the class which is noisy

also disrupt CSR implementation. Eleven students believed that group members who are not actively participated in group discussion and who sometimes absent affected their group discussions. Surprisingly, some of the factors such as shyness, confusion of CSR strategies, interest in English and time allocation did not seem to have caused major problems.

CONCLUSIONS

This study focuses on the implementation of CSR to improve students' reading comprehension. The purposes of this research are to find out whether or not the implementation of CSR improves students' reading comprehension and to identify students' attitudes towards the implementation of CSR. In this study, the data collected

through reading test, observation, field notes and questionnaires.

Based on the findings, this study concludes that CSR improves students' reading comprehension. It can be seen from students' reading test mean score in preliminary study which was 67, and then it is improved to 76 in cycle 1. The mean score is continued to improve to the value of 88 in cycle 2. Moreover, after implementing CSR to students' reading lesson, they show improvement on each reading comprehension aspect. In terms of main idea, students mean score before the implementation of CSR was 2,3.

After CSR has been implemented to their reading lesson, their mean score become 3, 0. In terms of supporting idea, students mean score before the implementation of CSR was 1, 4. After CSR has been implemented to their reading lesson, their mean score become 2, 3. Meanwhile, in relation to passage structure, students mean score before implementing CSR was 2, 4. After CSR has been implemented to their class, their mean score improved to 2, 6. In relation with vocabulary aspect, students mean score before implementing CSR was 3, 4. After CSR has been implemented to their reading lesson, their mean score become 4, 3. In the last aspect, making inference, students mean score before the implementation of CSR was 0, 5 and improved to 0, 9 after the implementation of CSR.

Thus, students' reading comprehension was increased after CSR had been applied in reading lesson. The researcher would relate the research finding with the theory of CSR. As stated by Abidin and Riswanto (2012), the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. In relation with that goal,

the result of this study had shown that CSR had improved five indicators of students' reading comprehension which covered main idea, supporting idea, passage structure, making inference and vocabulary.

Firstly and secondly, CSR made students to be able to identify main idea and supporting idea from the text. Students were able to identify main idea and supporting idea from the text because CSR obligizes them to restate the most important ideas and supporting ideas about the person, place, or thing of a paragraph or section of the text through get the gist strategy.

Thirdly and fourthly, CSR made students to be able to identify passage structure and to conclude the text. Students were able to identify passage structure and to conclude the text since CSR obliges them to review what they already learnt from the text during wrap up strategy. Meanwhile, students were able to understand vocabulary from the text because their comprehension is monitored during Click and Clunk strategy. Click and Clunk strategy obliges them to find out the meaning of difficult words they found in the text.

Supporting students' reading comprehension improvement, CSR also were provided by some helpful materials that helped students when comprehending the text. In this study, CSR material used consisted from sample CSR lesson that outlined the procedures during CSR group discussion and CSR learning log that record students' ideas while discussion. In addition, during CSR implementation, CSR reading materials given had some helpful characteristics such as; providing a clues/ pictures that help students to predict what they would learn and having one main idea in a paragraph of

the text. Thus, the researcher claimed that CSR strategy and CSR materials hold important roles in improving students' reading comprehension.

Besides of those findings, the data collected from questionnaire showed that students give positive attitude towards the implementation of CSR. Majority of students (82%) are agree towards the implementation of CSR. Based on the result of questionnaire, students' interest towards English is improved after the implementation of CSR and they feel that CSR bring more fun to the process of learning. It also can be supported by the findings from observation and field notes that students are actively participated during the implementation of CSR.

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