THE INFLUENCE OF COLLABORATIVE STRATEGIC READING (CSR) TECHNIQUE ON STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION OF NARRATIVE TEXT OF THE THIRD GRADE STUDENTS OF MAN 2 MODEL PALU

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Abstract
Penelitian ini dilakukan untuk mengetahui apakah para siswa yang diajar dengan menggunakan Collaborative Strategic Reading (CSR) menunjukan pencapaian yang lebih baik dalam membaca narative text. Desain penelitian ini adalah pre-eksperimen dengan pre test post-tes one group design. Sejumlah 21 orang siswa kelas 3 IPA 1 menjadi sample dan dipilih menggunakan purposive sampling. Instrumen yang digunakan pada penelitian ini adalah observasi ceklist dan tes. Berdasarkan hasil perhitungan nilai rata-rata, nilai rata-rata tes awal adalah 36.35, dan nilai rata-rata yang diperoleh dari tes akhir adalah 86.03. Data yang didapatkan dari tes awal dan tes akhir dianalisis secara statistik menggunakan perhitungan formula t-test. Hasil t-table untuk dk 21-1=20 pada taraf signifikansi 0.05 adalah 1.725 dan hasil t-hitung 13.03 menunjukan t-hitung lebih besar dari t-table. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa CSR terbukti effektif dalam meningkatkan kemampuan pemahaman membaca siswa.

Kata kunci: efektif, collaborative strategic reading (CSR), pemahaman membaca.

Reading is viewed as the most usable skill to learn English as a foreign language. Harmer (2007) states that there are many reasons why getting students to read English is an important part of teacher’s job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Reading is useful for language acquisition. It provides students with more or less understand about what they read. The more they read, the better they get at it. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on writing.

Although reading is one of the skills that is really important to be mastered, the crucial problem found in school is the difficulties of students to understand reading passage. The researcher has seen students experience difficulty with the process of reading comprehension, which causes great concern as educator. The teacher in the classroom typically teaches students how to do the worksheets, instead of teaching reading strategies to improve reading comprehension. Through the observations and students’ written responses on comprehension worksheets, evidence has been found that their students struggled to derive meaning from the text they have read. Since some reading passages are in National Examination, the students need good reading comprehension and skill in order to understand the contents of a written text. The importance of reading is also stated in Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, senior high school students are expected to be able to master four language skills; listening, speaking, reading, and writing. Especially for reading skill, the students are expected not only to read fluently, but also comprehend the text completely.

In decades, reading experts have been doing research in finding the techniques to help students’ learning difficulties in teaching reading. They state that this is
particularly significant because research has documented that the children’s level of performance and the positive outcomes that ensue are far beyond what would be expected based on their reading levels (Carnine, 1989; Graham and Harris, 1994; Klingner and Vaughn, 1996; Klingner, Vaughn, and Schumm, 1998; Lee and Fradd, 1998). This suggests that, in addition to the more fundamental skills frequently associated with reading instruction for students with reading difficulties (e.g., phonemic awareness, word analysis, fluency), most reading programs would benefit from comprehension strategy instruction, which currently is rarely provided.

Recently, the experts have been interested in the extent to which they could organize successful reading comprehension strategies (e.g., main idea, prediction) in a way that would take advantage of the knowledge of how instructional conversations facilitate learning (Goldenberg, 1993) and would assist students in learning to “question the author” when they read (Beck, McKeown, Hamilton, and Kucan, 1998, p. 67) and in peer-facilitated learning (Palincsar and Brown, 1984). They were aware that a large barrier to teachers’ implementing small-group instruction without ongoing adult support. Therefore, they decided to embed these comprehension strategies in a cooperative grouping format (Johnson and Johnson, 1989) that would be organized to facilitate student learning in small groups. Hence the name collaborative strategic reading (CSR).

Collaborative strategic reading is a multicomponent reading comprehension approach that combine cooperative learning strategies. Klingner and Vaughn (1996) originally designed CSR by combining modified reciprocal teaching with cooperative learning. CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing (Bryant et al., 2000; Klingner and Vaughn, 1998, 1999; Vaughn et al., 2000; Klingner, Vaughn, and Bryant, 2001).

CSR has been refined and currently 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). Each of the strategies is taught separately, and procedures for integrating them are provided by the teacher after the students acquire two of the four strategies. Both Click and Clunk and Get the Gist are practiced during reading. These strategies contrast with Preview, which occurs prior to reading, and Wrap-Up, which occurs after reading.

Each of the four reading comprehension strategies is taught to the class as a whole by the classroom teacher or the special education teacher. The teacher describes the strategy, models its use, role-plays the implementation of the strategy with the class, and calls on selected students to demonstrate the implementation of the strategy (Klinger and Vaughn, 1999). The strategy is applied regularly (several times a week) with expository text (e.g., during reading and language arts, with newspapers or student papers, during social studies) until all students understand and can use the strategy with confidence.

The Advantages of Using Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in science and social study reading text (Klingner et al., 221-234:2001). CSR preview and clunk stages help students’ retention on reading (Abidin and Riswanto, 194:2012). In addition, CSR is metacognitively used to obtain students’
learning experiences by principle of planning, self-monitoring, and evaluating in content area reading texts (Elkaumy, 10:2004).

Meanwhile, CSR can promote the students’ cooperative learning as well. It is in line with Slavin (as cited in Hitchcock et al., 59:1995) that cooperative learning technique principle in teachers’ learning strategy can improve better learning result because the students can discuss and solve the problems together. CSR is designed to prevail problems in text-related learning vocabulary (Klingner, 292:2004). The intervention of reading strategy using CSR can help the students solve the problems during encoding the text using fix-up strategies in CSR clunk stage.

From the statements above, it can be concluded that, Collaborative Strategic Reading (CSR) has some advantages such as: (1) promoting students’ academic achievement in content area reading; (2) increasing students’ retention; (3) enhancing students’ satisfaction with their learning experience; (4) developing students’ social skills; and (5) improving English content terms vocabulary (Abidin and Riswanto, 194:2012).

METHODOLOGY

Design of Study
The purpose of this study was to explore the influence of collaborative strategic reading (CSR) students’ reading comprehension achievement of narrative text. The method that was used in this research is a pre experimental research design by pretest-post-test one group design. This design is no randomization.

Participants
Twenty one students of 3 IPA 1 at MAN 2 Model Palu were selected as the sample of the study. The class received Collaborative Strategic Reading (CSR) instruction. The students were divided into several subgroups, every group having 4 or 5 members and every member had a special role which changed in the next class time. Students took part in reading classes twice a week and lasted for 90 minutes.

Instruments
The instruments in this study included:
(1) Narrative Reading text
(2) UN Reading test of narrative as pre-test and post-test,
(3) Observational checklist on student’s behavior toward CSR instruction. They were implemented, before and during the study.

Implementation of CSR
Before starting the treatment, the teacher explained the collaborative strategic reading to the students. She then wrote it on the white board. She explained the four strategies and the steps in CSR. After doing that, the researcher divided the students into four groups consisting of five students. The best four students became the leader in four groups. The others became the announcer, clunk expert, gist expert, and time keeper. Next, she explained the students’ role and gave the cue cards to make the students easier in discussing the material. After finishing it, the researcher then distributed the narrative passage and the learning logs to the students.

The next activity was the researcher asked the groups’ leader to read cue cards and follow the steps. The time keeper then took their timer and set the timer. In the first step the students were asked to scan the passage and brainstorm the passage then wrote it in their learning logs about what is their idea about the title and the prediction about what they are going to learn today. This step took 3 minutes. After sharing their brainstorm and prediction. The students read passage within 6 minutes. Time keeper then set the timer. After the reading process, the
students wrote their clunk (difficult words) in the passage and discussed it with their friends in the group. Some of the students that could not solve the difficult words asked them to the teacher. The next step was get the gist, in this activity the students wrote the most important things in the passage. After that, the students made questions related to the passage. They then shared their questions among the students. Next, the students wrote the moral lesson they got from the passage. Finally, after doing the activities the researcher then provided five number of essay questions related to the passage, to evaluate the students individually.

DATA ANALYSIS

<table>
<thead>
<tr>
<th>No</th>
<th>Mean Pre-Test</th>
<th>Mean Post-Test</th>
<th>Deviation</th>
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<tr>
<td>21</td>
<td>36.35</td>
<td>86.03</td>
<td>49.68</td>
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The result of data analysis shows that there is significant difference between mean of score of pre-test and post-test of students’ achievement in reading comprehension of narrative text which was successfully conducted to the subject of the researcher. The mean score of students pre-test is 36.35 while post-test mean score is 86.04. It is increased at about 49.69. Furthermore, the result of t-count is 13.03 while the t-table (tt) for degree of freedom 20 (21-1) and the level of significance = 0.05 is 1.725. So, the t-count is greater than the t-table. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The researcher could take the conclusion that most of the students could comprehend the narrative text well. It was shown by the number of correct answer in the post-test. It means that the students could find the main idea, difficult words, explicit and implicit information of the text. This implied that the students taught reading by using CSR achieved high scores. In other words, CSR have influence in the students’ reading achievement in reading comprehension of narrative text.

DISSCUSSION

Factors that affect reading comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Teaching and Learning Activities</th>
<th>Result</th>
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<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>The students are active in asking question to the teacher</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>The students are doing the exercise individually</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>The students are working cooperatively during teaching learning process</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>The students are active in sharing their ideas and discussing the task with teacher</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>The students ask the teacher and friends about the difficult word they found in the text</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>The students brainstorm about the topic they are going to discuss</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>The students write the most important person, place or thing in the passage</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>The students make a conclusion about what they have learnt</td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>The students design questions as the excersise from the teacher.</td>
<td>21</td>
</tr>
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</table>
Based on the result of observation checklist, the students were more active in the classroom during the discussion. In the Preview strategy, the students are active to share the idea about the passage 95.2% students wrote their brainstorm about the topic they were going to learn. In the second strategy Click and Clunk 47.6% of the students were in action at sharing the difficult words with their friends and the teacher. Besides, the students are more concentrated in doing the exercises with the help of collaboration and discussion. Especially the strategies of Get the Gist and Wrap up. 95.2% of the students are lively to write the most important thing and person in the passage. At about 21 students in classroom had been more concentrated in the reading process. Furthermore, CSR technique help to improve reading comprehension, and to understand the questions easily. Their learning logs also suggest that the students thought that collaboration made the process of comprehension and reading easier. Via group discussion, they pointed out that they could understand the text easily, and also they could find the meanings without looking up dictionary. Collaboration was also stated to eliminate the problem of being shy about asking the teacher the meanings of words frequently by some of the students. Another finding is how the strategy could overcome students’ difficulty in reading comprehension. Before conducting the research there are several problems found in relation to reading. The first was reading seems to be boring activity to be done at classroom. When implementing the strategy, the researcher found that the students that are in the group perceived they were more active and excited in reading activity. It is in agreement with Vygotsky (1962) who asserted that knowledge is not a singular construct, but exists in diverse forms and interactive dimensions. In fact, this theoretical stance rests on the assumption that learners are involved in an active process of making sense of things through interactions with others (Fosnot and Perry, 2005; Felix, 2005). Based on his theory, cognitive development occurs when concepts first learned through social interaction become internalized and made one’s own. Such a pedagogical model in education comes under the heading of cooperative learning in which students work together in small groups on a clearly defined task. It is why the students in the class were more enthusiastic and confident during teaching and learning process.

The second problem is they lost their pleasure in reading because it difficult to comprehend the text and to conclude the idea of the text. the idea in CSR to make the students work in group helps the students to share their idea freely. Through discussion the students explore their ability in sharing and giving explanation to their group member who had difficulties in comprehending the text. Furthermore, in implementing the strategy, all of the students participated actively in reporting their group discussion, giving comment, telling groups’ conclusion and answering the questions in evaluation. It could be seen that when applying the four strategy in CSR, the students are comprehending narrative text well. It is because the students are involved in each learning activities.

Another problem in preliminary research was many of them also found difficulties in extracting specific information, deciding main idea of the paragraph, finding detailed information and inferring information from the passage. However, when applying the strategy, the students wrote their idea in learning logs. It is found to be effective in helping them to make a conclusion about the text. Also, in Get the Gist strategy the students made their own inference about the narrative text. It makes them recognize the detailed information in the text. These reports described good readers as coordinating a set of highly
complex and well developed skills and strategies before, during, and after reading so that they could understand and learn from text and also remember what they read (Paris, Wasik, & Tumer, 1991). So that, after the discussion they could see a clear picture of what the text was about.

Others problem occur were the strategy used in the classroom and the students’ focus during the teaching learning process. In teaching reading, teacher tends to make the students read silently and give them several questions to be answered. It makes the class silent and several students would do non-academic that made them have low attention during reading lesson. However, when they were in the group discussion they gave more attention to the lesson. It is because each of them has their own responsibility in the group. By dividing the roles the students were likely to be more responsible during discussion.

It can be implied that by the implementation of CSR in reading activities, several problems found in the preliminary research was significantly resolved. CSR teaches students how to monitor their comprehension and also how to use procedures for clarifying understanding when difficulties arise. Students also learn main idea and questioning practices that assist them in reflecting on text while reading and guiding group responses to text after reading. Cooperative learning practices while implementing comprehension strategies in the context of reading are also a critical component of CSR. Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers (Vaughn et al., 2011). To sum up, teaching reading through Collaborative Strategic Reading (CSR) technique had an influence on student’s reading achievement on narrative text of the third grader students of IPA 1 of MAN 2 Model Palu.

CONCLUSION

This study found that students liked the idea of collaboration and group discussion as they stated that collaboration and group discussion made the process of comprehension easier. Therefore, the findings of this study represents that CSR encourages cooperation and working together in the class. It helps the students to overcome vocabulary related problems during reading process. Besides, instead of depending too much on the teacher, the students were observed to learn more from each other, and supported each other’s learning. However, despite challenges and concerns in the classroom, CSR seems to be a convincing answer to problematic area of reading comprehension. Overall, the result of the study support the idea that CSR technique contributes very much to the increase of the students’ achievement after the teaching learning process for reading comprehension in Senior High School. It is in line with the previous study. Puspita (2012) found that there was a significant increase of students’ reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. In other words, CSR technique is found to be helpful and effective to improve the students’ achievement in reading comprehension on narrative text, especially the third grader students of 3 IPA 1 of MAN 2 Model Palu.

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