

**USING COLLABORATIVE STRATEGIC READING (CSR) IN
TEACHING READING COMPREHENSION
ON NARRATIVE TEXT TO MAN**

AN ARTICLE

JURISDICTION RESPONSIBILITY

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PONTIANAK**

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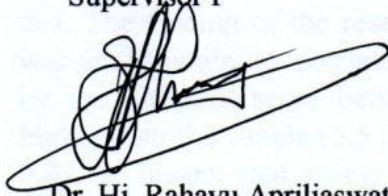
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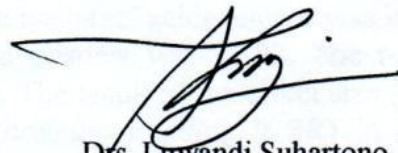
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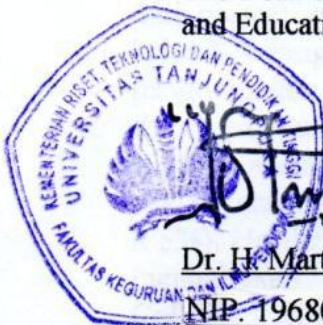
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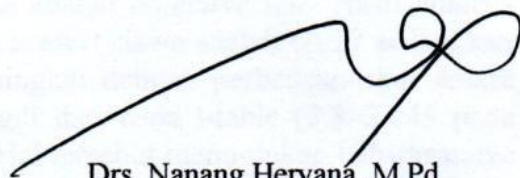
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USING COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING READING COMPREHENSION ON NARRATIVE TEXT TO MAN

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Abstract : The purposes of conducting this research is to know whether or not Collaborative Strategic Reading (CSR) is effective in Teaching Reading Comprehension on Narrative Text and to know how effective is the use of Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension on Narrative Text for the tenth grade students of MAN 1 Pontianak in academic year 2014/2015. This research was done by conducting a pre- experimental study which consists of pretest, posttest and two times of treatments. The sample of this research is class XA and the total of the students is 40. The data had been collected by measurements techniques. The tool of data collecting was objective test. The finding of the research showed that the mean score of students' pretest was 60.27 while the posttest was 78.25. The students' achievement was increased by the different score between pretest and posttest was 17.98. The t-test was higher than the t-table ($5.5 > 2.045$ at $\alpha 5\%$). The result of the effect size (ES) was 0.87. It means that using Collaborative Strategic Reading (CSR) in teaching reading comprehension on narrative text for the tenth grade students of MAN 1 Pontianak is categorized as highly effective with the Effect Size (ES) > 0.8 ($0.87 > 0.8$).

Key words : Collaborative Strategic Reading, Narrative Text

Abstract: Penelitian ini bertujuan untuk mengetahui efektivitas pengajaran pemahaman membaca teks naratif dengan menggunakan Collaborative Strategic Reading (CSR) pada siswa kelas XA MAN 1 Pontianak tahun ajaran 2014/2015. Penelitian ini di lakukan dengan menerapkan pre experimental study yang terdiri dari *pretest*, *posttest* dan *treatments*. Sampel dalam penelitian ini adalah siswa kelas XA yang berjumlah 40 siswa. Data yang di kumpulkan menggunakan teknik pengumpulan data. Alat pengumpulan data adalah *objective test*. Hasil analisis data menunjukkan bahwa skor rata-rata dari *pretest* siswa adalah 60.27 sedangkan *posttest* adalah 78.25. Prestasi siswa meningkat dengan perbedaan skor antara *pretest* dan *posttest* 17.98. t-test lebih tinggi dari pada t-table ($5.5 > 2.045$ pada $\alpha 5\%$). Hasil *Effect Size* (ES) adalah 0.87. Hal tersebut menunjukkan bahwasannya mengajarkan pemahaman membaca teks narrative dengan menggunakan Collaborative Strategic Reading (CSR) pada siswa kelas XA di MAN 1 Pontianak di kategorikan sangat efektif dengan tingkat efektivitas (ES) > 0.8 ($.87 > 0.8$).

Key words : Collaborative Strategic Reading, Narrative Text

Reading skill is one of important skill to the students in Senior High School especially for tenth grade students. In this level, they should comprehend any kind of text. Grabe (2011) stated that reading comprehension is the ability to understand information in a text and interpret it appropriately. The students should comprehend the text by finding main ideas, vocabulary, details, reference, and inference of the text that they read. Based on the syllabus KTSP (the school-based Curriculum) for the second semester of tenth grade, one of the text that must be taught for reading comprehension is narrative text. Narrative text is a text that tells the story. The purpose of narrative text is to entertain or amuse the readers. Wagner & Baskerville (2000) stated that the purpose of narrative to satisfy creative urges, to move reader emotionally, to persuade readers to accept a certain view of the world, to inform, to teach, and in some cases to make a living

In teaching reading comprehension, according to Cohen (2007) there are nine curricular principles for reading instruction to guide the teacher in teaching reading. First, Integrate reading skills instruction with extensive practice and exposure to print. Second, Using reading resources that are interesting, varied, attractive, abundant and accessible. Third, Provide some degree of students choice. Fourth, Introduce and practice reading skills by first drawing on the passages in course textbooks. Fifth, Connect textbooks readings to the students' background knowledge. Sixth, Structure lesson around pre reading, during reading, and post reading task. Seventh, Provide opportunities for students to experience comprehension success. Eighth, Build expectation that reading occurs in class in every lesson. The last, Plan instruction around a curricular framework that integrates goals for the development of reading abilities.

The writer also considered about the aspect of reading comprehension. According to Cuesta (2003) cited in Ema (2012) there are five aspect that should be considered, they are main idea, vocabulary, details, referent, and inference. Because of all the aspect are the general aspect in teaching reading comprehension, the writer connected the aspect of narrative text to teach the students. Wagner (2000) stated that there are four key elements of narrative text that are important to comprehend. They are plot, characterization, setting and theme. Besides, narrative text also has different structure with the other text. Djuharie (2007) stated that the generic structure of narrative text are orientation, complication, resolution, reorientation and coda.

Orientation includes the title and the introductions of the characters of the story, the setting of time and place. Complication part tells about problem to be resolved by the characters. Resolution concerns with how the main character resolves the problems. It leads the story to the end. A good story always leaves a message. Reorientation is a closing part, consist of expression that show the the end of the story, this part is optional. The last is Coda. Coda is the part that shows the changing of the characters and states the moral value from the story. This part is optional.

Based on the aspect of reading comprehension and the key elements of narrative text, the writer connected both of them. The main idea is connected to the theme of the story, plot and setting is connected to the details, vocabulary is still used to identify the difficult word from the text. Reference is connected to the

characters of the story, and the inference is related to the moral value of the story. Besides, the writer also considered about five structures of narrative text.

Based on the writer observation when she did practice teaching in MAN 1 Pontianak, the writer found that the students have difficulties in finding the characters, details, understanding the vocabulary, theme, and inference of narrative text. It because the teacher used group work technique without giving the role for each member in a group. It made only some students that did the exercises, but the other students in the group only followed their friends without really comprehending the text. It could be seen when the teacher gave group work task, the score was high. But the score was low when the teacher gave the individual task. The writer got the result that problem was the teacher used group work technique without giving the role for each member in group.

Because of that, the writer thought that is important to teach reading comprehension on narrative text by using the other strategy. The writer used Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is one of the reading comprehension approaches. According to Klinger, et.al (2001) the purpose of designed Collaborative Strategic Reading (CSR) is facilitating reading comprehension for students with reading learning, and behavior problems included in general education classroom. In CSR, there are four strategies to implement in teaching reading comprehension. There are preview, click and clunk, get the gist, and wrap up.

First is preview. Preview is a strategy to activate student's prior knowledge, to facilitate their prediction about what they will read, and to generate interest. In Previewing, the techniques that can be used are brainstorming and making predictions. The second is click and clunk. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Click refers to portions of the text that make sense to the reader, while clunk refers to the portion of the text that does not makes sense. In this strategy, the students will list the meaning of the word that they do not understand (clunk).

The third is get the gist. Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of this strategy is to make the students understand what they have read. It can improve students' understanding and memory of what they have learned. The teacher ask the students to tell the most important idea about the person, place or thing by using their own words. And the fourth is wrap up. In this strategy, students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. Students write down the most important ideas they learned by using 5Ws and H question.

Beside the teaching strategies, CSR also consider about cooperative group. There are four possible role for each member in group. They are leader, clunk expert, gist expert and announcer. . Leader has a job to tells the group what to read next and what strategy to use next. Clunk Expert has a job reminding the group of the steps to follow when trying to figure out the meaning of their clunk (s) by using clunk cards. Gist Expert has a job guiding the group toward getting the gist and determines that the gist contains the most important ideas(s) but no

unnecessary details. And the announcer has a job calling on group members to read a passage or share an idea.

In conclusion, applying CSR in teaching reading comprehension on narrative text would give some positive benefits. First, the four strategies in CSR could help the students to understand the theme, difficult vocabulary, details, reference and moral value of narrative text. Besides, CSR also helps the students to work in group better by having the roles for each member, so everyone in member can understand better. It also help the students to work cooperatively with their friends. Then, the students have ability to understand narrative text and get the good score in reading comprehension on narrative text.

METHOD

In this research, a pre-experimental design is used to know whether or not Collaborative Strategic Reading (CSR) is effective in teaching reading comprehension on narrative text and to know how effective is the use of Collaborative Strategic Reading (CSR) in teaching reading comprehension on narrative text for the tenth grade students of MAN 1 Pontianak in academic year 2014/2015.

The population of this research is taken from the tenth grade students of MAN 1 Pontianak in academic year 2014/2015. There are seven classes of this level. The writer used cluster sampling that one of kind of probability sampling. it draws randomly from the wider population, will be useful if the researcher wishes to be able to make generalizations, because it seeks representativeness of the wider population (Cohen, 2007)

In collecting the data, the writer used measurement technique. The measurement was arranged in two stages: pre-test and post-test. Tool of data collecting in this research is objective test or multiple choice. The objective test consist of 30 items. Each items consist of four answer choices. The data are collected from the students' score of pre test and pos test of narrative text.

The students' reading comprehension of narrative text will be scored based on the students' individual score of pre-test and post-test.

Furthermore, the writer counted the students' mean score of pre-test and post-test by using the formulas : $M_1 = \frac{\sum x_1}{N}$ & $M_2 = \frac{\sum x_2}{N}$.The analysis on the students' different score of pre-test and post-test will be counted by using the formula: $MD = M_2 - M_1$. To know the level of the difference of the students' score between pre-test and post-test, the writer counted the value of *t-test* by using the formula: $t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$ and $\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$. If the value of *t-test* observed

is bigger that *t-table* (2.045) at α 5%, it means that the mean score of pre-test and post-test of the experiment group being observed have a significant difference.

Therefore, the writer analyzed the effect size (ES) by using the formula: $= t \sqrt{\frac{1}{N}}$.

The result of ES is categorized into three parts; if $E_s \leq 0.2$, it is categorized as

low. If $0.2 < E_s \leq 0.8$, it is categorized as moderate. Then, if $E_s > 0.8$, it is categorized as high.

The procedures of this research consisted of two stages: (1) preparation of the research, and (2) implementation of the research.

Preparation of The Research

After proposing the research design on April, 22nd, 2015, the writer did preparation before doing the research in the target school. The writer prepared the materials, the tools; CSR Learning Log and CSR Cue sheet and arranged the test that consists of 30 multiple choices.

Implementation of The Research

The implementation of the research would go through the following steps: (1) Pre-test. The pre-test was given before the treatment on May 20th. The purpose of the pre-test was to know the students' achievement before the treatments given. (2) Treatment. The treatment was about teaching reading comprehension on narrative text by using CSR. The treatment was given two times. It was held right after the pre-test had been given, that was on May 21st, and 27th, 2015. The treatments were given step by step continually. (3) Post-test. After the treatments, the students were given the post-test on May 28th. The purpose of the post-test was to know the students achievement after the treatments given.

Moreover, the teaching and learning process of applying CSR in teaching reading comprehension on narrative text through treatments can be seen as follows:

1) Pre – Activities

Treatment 1 & 2

- a) Greeting.
- b) Check the students' attendance.
- c) The teacher divided the students into groups. Each group consist of four students
- d) The teacher asked about the topic that have been learned in the last meeting.
- e) The teacher asked the students' prior knowledge about narrative text
- f) The teacher guided the students to guest the topic of the material which will be learned today.

2) Whilst Activities

Treatment 1 & 2

Text : The Legend of Rawa Pening (1) and Golden Cucumber (2)

➤ Exploration

- a) The teacher gave the narrative text to each group.
- b) The students read the text together in group.
- c) The teacher gave CSR learning log to each group.
- d) The teacher gave the roles as leader, clunk expert, gist expert and announcer to each member in group and explain the jobs.

- e) The teacher guided the students to find difficult words that they did not know from the narrative text by listing the difficult words and writing them in CSR learning log in CLUNKS part.
- f) The teacher and the students together guess the meaning of the difficult words that have been listed by reread the sentences.
- g) The teacher guided the students to find the characters and theme from the narrative text by identifying who (the characters) and what (the problems)
- h) After finding the “who and what”, the teacher and the students together connect the main character and the problem of the story and got the theme. The students wrote it in CSR learning log in GET THE GIST part.
- i) The teacher guided the students together to find out the details information from the text by answering guided questions that have written by the teacher in CSR learning Log.
- j) The teacher guided the students together to find out the moral value from the text by identifying “who and what”

➤ Elaboration

Treatment 1 & 2

Text : Toba Lake (1) and Kyai Jegod (2)

- a) The teacher gave the narrative text to each group.
- b) The teacher gave CSR cue sheet and CSR learning log to each group.
- c) The students guess the text that would be learned by brainstorming and predicting technique and wrote it into CSR learning log in group.
- d) The students wrote the difficult words from the text in CSR learning log in CLUNKS part in group.
- e) The students guess the meaning of difficult words that they have listed by reread the sentences.
- f) The students found the theme from the text by identifying who (the characters) and what (the problems) in group.
- g) The students connected the main character and the problems to find out the theme of the story and wrote it into CSR learning log in GET THE GIST part.
- h) The students found out the detail informations from the text by answering guided questions which have been written by the teacher in CSR learning log.
- i) The students wrote the questions by using W-H questions.
- j) The students find out moral value from the text by identifying “ who and what”

➤ Confirmation

Treatment 1 & 2

- a) The teacher gave feedback to the students.
- b) The teacher and the students together make the conclusion about the material that they have learned today.

3) Post Activities

- a) The teacher closed the lesson and gave the motivation to the students.

FINDINGS AND DISCUSSION

Research Findings

Based on the result of the research, there were two data; pre-test and post-test. The result of the students' score in pre-test was 2411. The students' mean score of pre-test was 60.27. The total score of the students' post-test was 3130. The students' mean score of post-test was 78.25. The mean score improvement from pre-test and post-test can be seen in the following chart.

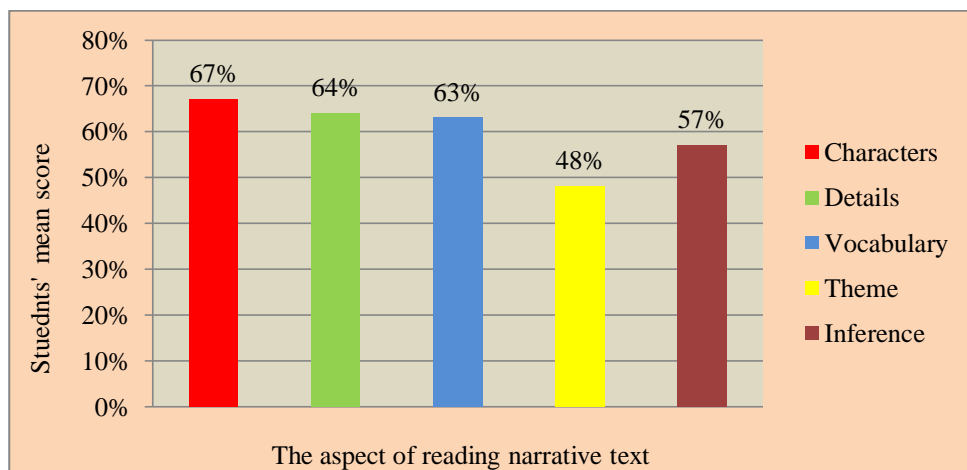


Chart 1
Pre-test Percentage

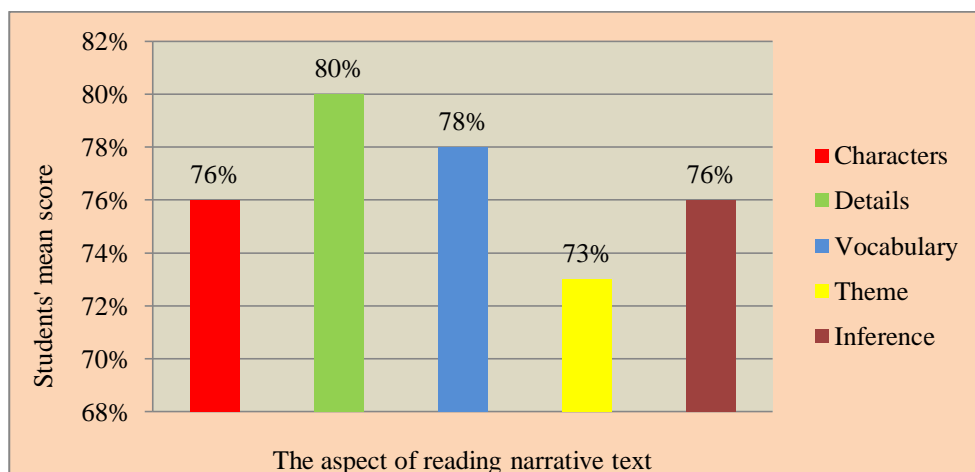


Chart 2
Post-test Percentage

The total of the difference (interval D) of pre-test and post-test was 723. The mean of the differences is 18.08. To find the level of significance difference between the pre-test and post-test, the writer computed by using the formula of the t_{test} . The computation is as follow :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2}{n(n-1)}}}$$

$$t = 5.5$$

From the result of the computation above, it was obtained that the value of t -test observed is bigger than t -table ($5.5 > 2.045$) at α 5%. Thus, it means that there is a significant difference between the result of the pre-test and the post-test after the treatments given. Therefore, the alternative hypothesis (H_a) of this research is accepted while the null hypothesis (H_o) is rejected. Then, this led the writer to find the effectiveness of attribute listing technique in using Collaborative Strategic Reading (CSR) in teaching reading comprehension on narrative text. The formula of Effect Size (ES) with the degree of freedom (df) : $N - 1$ ($40 - 1 = 39$) at the level 0.05. The result was 0.87 with $ES > 0.8$ ($0.87 > 0.8$) which categorized highly effective. The calculation is as follows:

$$ES = t \sqrt{\frac{1}{n}}$$

$$ES = 0.87$$

The description of the result of the data analysis of the research is as follow:

Table 1
The Description of the Data Analysis

Description	Score
Score of pre-test	2411
The highest score	90
The lowest score	23
Mean score of pre test	60.27
Score of post-test	3130
The highest score	97
The lowest score	40
Mean score of post-test	78.25
Interval score	723
Mean of interval score	18.08
The result of t_{test}	5.5
The result of ES	0.87

Discussion

This pre- experimental study had been conducted in two treatments. The total meetings of this research were 4 meetings. The two meetings were used to give the pre-test and post-test of narrative reading. The two meetings were used to give the treatment by using Collaborative Strategic Reading in teaching reading comprehension on narrative text.

During the two meetings of treatment, the researcher found that the students pay attention when the researcher explained about the strategies in CSR and the roles for the students. The students also excited to do the group works based on their roles in each group. It was the first time they used that tehnik, but they did not feel hard to do it because the researcher guided the students to do step by step using the tehnik.

In the first treatment, the researcher explained about narrative text and how to apply CSR. After that, she divided the students into small groups, each group consist of four members. The researcher gave the role for each students in a group as a leader, clunk expert, gist expert, and announcer and explained what is the job for each role. The students are exited to learn because they got the different role. After that, the researcher gave the text, CSR Cue Sheet for the leader, and CSR learning log for each group. The researcher explained that the activity will divided into two part. First, the researcher guided the students to fill CSR learning log. Second, the students would fill CSR learning log by themself in a group.

The researcher asked the students what they have known about the legend of “Rawa Pening” (preview). Then, the researcher asked the students to list the word that they did not know in Clunk column. The students reread the sentence which has difficult word and guest the meaning. To get the theme, the researcher guided the students to find the characters and the problem from the story by using “Who and What”. After that, they connected the main character and the problem and guest the theme of the story. Each group has different answer, but most of the idea is same.

After got the theme, the students finding the details by answering quided questions in the CSR learning log. The researcher has written the questions. The last, the students guest the moral value from the text by looking the theme.

After guiding the students to fill CSR learning log by finding the characters, difficult word, details, theme and moral value, the second part was the students had to fill CSR learning log by themself in a group. The problems in this part are the students had difficulties on finding the moral value and making the questions to get the details. They fell confused in making good questions that could cover the ideas of the text because in this part, the researcher did not write the complete questions. The researcher only write the begining of the questions. For the example : Who, What, Why. The solutions of these problems were the researcher guiding more specific how to find out the moral value and write the questions to cover the ideas in the next treatment.

In the second treatment, In the first part, the teacher gave more attention to guide the students in finding moral value and writing the questions. In finding the theme, the teacher quided the students to connect the theme with the moral value.

For the example, the theme of Golden cucumber is “the couple who break their promise”. So, the moral is “Don’t break your promise”. After that, in writing the question, the researcher asked the students to focus on five WH-questions which written by the researcher. The researcher gave more example how to write the questions by using WH-questions.

In the second part, the researcher asked the students fill the CSR Learning log by themselves in their group. The students did not feel difficult again, but the researcher found any students who not really did the work seriously. The solutions of this problem was the researcher asking the leader of each group to control and remind their to focus in doing their work.

Based on the explanation above, the researcher got result that there are some problems in conducting CSR. First, the students feel hard to find out the moral value and construct the question by using WH-question. So, the researcher tried to explain and guide more specific in the second treatment how to find out the moral value and construct the questions. Second problem is some students was not really serious doing their work. Because of that, the researcher asked the leader of each group to remind and control their members to focus doing their work.

CONCLUSION AND SUGGESTION

Conclusion

Based on the previous chapter, the researcher got the conclusion from the data. First, the use of Collaborative Strategic Reading is Effective in teaching reading comprehension on narrative text for tenth grade students in academic year 2014/2015. It showed by the students’ score of post-test is better than their score in pre-test before giving the treatment. The mean score of pre-test is 60.27 and the mean score of post-test is 78.25. Second, the interval score of pre-test and post-test in teaching reading comprehension on narrative text by using CSR is 17.98. It means that the students’ score increased. Third, the students have significant difference before and after researcher gave the treatment. It can be seen by the value of t-test is higher than t-table ($5.5 > 2.045$). Fourth, the effect size of using Collaborative Strategic Reading to the students reading comprehension on narrative text is 0.87 (Highly criteria). The last, teaching reading comprehension on narrative text by using Collaborative Strategic Reading to the tenth grade students at MAN 1 Pontianak in academic year 2014/2015 has been proved effective and the effectiveness is high. In other word, the alternative hypothesis is accepted while the null hypothesis is rejected.

Suggestion

Referring to the result, the writer has some suggestions in implementing CSR in teaching narrative text. First, in finding the moral value, the teacher should guide the students more specific how to get moral value by looking back to the theme of the story. Second, in finding out the details, it is better for the teacher to write the WH-questions first. So the students will focus in finding out the information than writing the questions. Third, in a group work, especially using CSR, it is better for the teacher to give the roles for each member as a leader,

clunk expert, gist expert and announcer to make the students feel excited to learn. The last, teacher' monitoring is important when the students work in their group. To help the teacher control the group, it is better to ask the leader of each group to control and remind the members who did not focus in doing their work.

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