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## Enhancing Reading Comprehension through Collaborative Strategic Reading

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### Abstract

*This study aims at improving learners' reading comprehension through collaborative strategic reading. This study is implemented in the first semester of the accounting study program of Universitas Muhammadiyah Ponorogo. The investigator got two matters in the teaching and learning of learners in the first semester: (1) The learners' attainment scores were poor in reading skills. (2) The English lecturer generally recited the story first and then he just requested the learners to go over after him. To overcome these problems, the researcher applied the classroom action research design. The subject of this research is class A consisting of 30 students. The researcher utilized some instruments such as an observation, checklist, field notes, and reading comprehension tests. The result shows that the students' achievement score improved from 30% (9 students) of 30 students in the preliminary study to 53.3% (16 students) in Cycle 1 and then improved to 77% (23 students) in Cycle 2. From this, It can be concluded that combining two ideas of learning approach; reciprocal teaching and cooperative learning, the students could understand the texts comprehensively and they found a progressive enhancement in their attainment scores in reading comprehension.*

**Keywords:** *improve, reading comprehension, collaborative strategic*

### INTRODUCTION

In comprehending a reading text, the learners ought to try to understand the text. The gist of reading is comprehension – establishing meaning (Singer & Alexander, 2017). Readers are going to see their success whether they comprehend what they recite. The primary purpose of reading is reciting for comprehension (Bastug, 2014). Seeing the primary thoughts in a manuscript and roaming the form of a manuscript is crucial for great perception. In addition, reading is put forward to (1) look for humble light, (2) skim, (3) learn from texts, (4) integrate light, (5) look for output required for writing, (6) critique texts, and (7) to find common comprehension (Rafi & Islam, 2020). In brief, the primary thought of reciting is to sustain the reciter to grasp the manuscript to find the light.

Almost all English language teaching contexture in Indonesia, show that there are several matters (Cahyono & Widiati, 2015). The matters also appear in the teaching and learning of English at this study program, mainly for teaching reading.

With the precursory research on the English teaching and learning process at this university, the investigator got two matters in the teaching and learning of the accounting study program learners in the first semester: (1) The learners' attainment scores were poor in reciting skills. The output showed that their scores did not meet the lowest acceptable score for English as specified by the university. There were 21 (70%) of 30 learners obtaining a score under the lowest acceptable score of 60. There are just 9 learners (30%) who got by the pass the lowest acceptable score. (2) The English lecturer generally recited the story first and subsequently, he requested the learners to go over after him. He asked the students to read it one by one. After that, he listed some difficult words and requested the learners to obtain the meanings or even he translated them. Then

the lecturer translated the story into Indonesian and finally requested the learners to respond to the questions.

The low learners' achievement scores were caused by most of the students could not grasp the texts mainly in (1) specify the theme of the story; (2) getting the primary thought of the story; and (3) obtaining the signification of several unfamiliar words. Furthermore, the lecturers' manner of reading tuition was traditional teaching where the lecturer employed a more teacher-centered approach. He dominated more in the class so that the teaching process seemed less attractive and less participative. However, teaching reading is not easy, since in the reciting bustle students do not only read the manuscript but also understand what they read. Therefore, in mastering the reading skill, the students must be equipped with the skill to grasp the information and science from the written text. It seems that reading is considered a complicated skill covering many activities to comprehend the text.

The investigator sums up that the main matter in teaching reading at this accounting program study is that the learners' attainment (score) is still poor in understanding reciting narrative manuscripts. The matter is led by the lecturer's strategy of teaching reading comprehension was not suitable yet. Hence, the lecturer must create several means that allow learners to understand the reading of narrative texts and to rectify their attainment scores.

Considering the condition, the researcher proposes a certain instructional strategy to solve the matters encountered by the learners. This strategy would be advantageous for the students to rectify their competence to understand the reading texts mainly for understanding narrative texts. One of the strategies being able to be employed in teaching reading comprehension is Collaborative Strategic Reading.

Collaborative Strategic Reading was first expanded that was aimed to rectify the learners' reading comprehension and to optimize the learners' engagement in the teaching and learning process (Lee, 2016). Collaborative Strategic Reading assists learners rectify their reading comprehension (Alqarni, 2015). It gives learners an advantage by expanding skills sustaining them to lief grasp the materials in their reading tasks.

Incorporating the two thoughts then resulted in a Collaborative Strategic Reading strategy consisting of four comprehension strategies that sustain learners to learn competently in the reading comprehension legal action. These reading strategies are *preview*, *click and clunk*, *get the gist*, and *wrap up*.

*Preview* is a strategy to motivate learners' prior knowledge and to produce notified forecasts of the topic to be recited. A student's prior knowledge is one of the most necessary elements affecting reading comprehension (Chou, 2011). The utilization of previewing is told to ease reading comprehension. Meantime forecast is going to assist produce hypotheses on the value of the text and establish a goal for reading (LaRusso et al., 2016). *Click and Clunk* is a strategy for grasping the significance of unfamiliar words. *Get the gist* is employed to recognize the most significant thoughts and light in the paragraph of the manuscripts, or namely, to specify the primary idea. And *Wrap-up* is a strategy to recognize the most important thoughts in the whole paragraph and coming back to what they have studied. The strategy of *wrap-up* is planned to assist students to revise the most significant information they have studied from the entire text.

Besides, a study on CSR in the EFL reading context, particularly in Indonesia, was conducted by Moraliawati et al., (2021). Her study investigated the use of CSR in teaching and reading comprehension which was pointed to know if the strategy rectifies reading comprehension notably. She declare that the CSR was efficacious in rectifying learners' reading comprehension

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of Secondary School. Sawitri, (2019) implemented the research to improve student's reading comprehension by using CSR SMP Negeri 2 Tarakan. Her result research showed that the students' achievement had increased after employing CSR. The students also owned absolute reaction against the execution of CSR with the management of the lecturer and learners' session. Rahman (2015) sums up that CSR of teaching reading comprehension succeeds to attest to be more efficacious in upgrading learners' reading comprehension attainment. In short, their findings showed that CSR was appropriate to be implemented for Indonesian students.

The state of the art and the novelty are that this Collaborative Strategic Reading is different from the above research. In this activity, the researcher together with his collaborator designed the teaching strategy by developing a model of the Collaborative Strategic Reading in teaching reading.

Based on the benefits of using CSR, the researcher would like to choose CSR and use it as a teaching strategy to overcome the learners' matters in reading comprehension, mainly in recognize the topic, specify primary ideas, and grasping the meaning of words. The investigator allows that CSR might assist the English lecturer to instruct reading more interestingly and collaboratively so that it is able to rectify the learners' attainment (score) in reading comprehension.

## **METHOD**

The pattern of this research is classroom action research with the main aim of overcome matters in the classroom. In doing the research, the investigator employs a strategy that was expanded into the most appropriate model thru a Cycle process that ought to be kept up by stages. In common design, the cycle of CAR includes four stages; specifically planning, implementing, observing, and reflecting.

The subject of this study was the accounting study program of this semester at Universitas Muhammadiyah Ponorogo which consists of 30 students. The data included both process and product data that were collected related to the criteria of success. The data of the process dealt with the lecturer's implementation of the strategy and the students' entrant in teaching and learning reading comprehension by employing CSR. Thus, the data were collected from the lecturer's and the learners' hustle during the teaching and learning when the strategy was implemented in the classroom. The data of the product faced the students' scores on the reading comprehension test which was collected after conducting CSR strategy.

In gathering the data above, the investigator employed several instruments for example an observation checklist, field notes, and reading comprehension tests. *Observation checklists* were employed for gathering the data on the learners' performance on implementation of the lesson plan or CSR steps for the teaching and learning process. The observation checklist contained a list of students' activities that related to the lesson plan. Thus, the observation was made to see the students' activities in carrying out the steps of CSR during the implementation stage (Regan et al., 2016). *Field notes* were used to record detailed information that occurred during the implementation of CSR in the classroom. Field notes contained all data or notes about the general description of the teaching and learning process from the collaborator, the good points, and things to consider that should be improved from the teaching and learning process. *Reading comprehension tests* were used for collecting the data about the learners' learning outcomes. Related to this study, the test was developed to check the learners' improvement in reading comprehension. It was administered in the preliminary research and at the end of each cycle. In

the preliminary study, a test was held to know the early data of the learners' achievement in reading comprehension, whereas at the end of each cycle it was to find out learners' improvement after the CSR was implemented. In this study, the test was employed by the writer as a kind of lecturer-made test in the form of an essay (WH-Questions).

## **FINDINGS AND DISCUSSIONS**

### **A. Findings of Cycle One**

Cycle 1 was planned for four meetings. Three meetings were for carrying out the strategy and a meeting was for the comprehension test. The first meeting was done. The reading provided was the story of "Buggy Races". The second meeting was done. The reading provided was "The legend of *Banyuwangi*". The third meeting was done and the reading provided was "The magic candle". Meantime, the reading comprehension test was done after those.

#### **1) The Implementation of CSR**

The teacher conducted CSR in teaching reading comprehension and he was assisted by a collaborator. The teacher applied CSR with four comprehension stages, specifically: preview, click and clunk, get the gist and wrap. Those steps were covered in the teaching phase (pre-, whilst-, and post-reading). The teaching and learning process done by the lecturer by using CSR in Cycle 1 are explained as follows:

#### **2) Pre-reading**

In the pre-reading activity, the teacher used the *preview* step to build students' background knowledge and to predict the topic they will learn from the text. In this step, the teacher divided the class into 6 groups. Each group has 5 students. He asked the students to brainstorm the text by giving a question: "What do you already know about this reading text?" After that, he asked the students to share in the group their ideas and discuss to find the best idea.

Afterward, the lecturer asked the learners to predict the topic from the text. The teacher modeled how to find the topic by looking up the title, by reading the text at glance, and by telling everything they know. Based on the modeling, he then requested the learners to share and discuss their thoughts in the group to obtain the best topic they will learn from the text. All of their results were written on the worksheet.

#### **3) Whilst-reading**

In whilst reading activity, the lecturer conducted *click and clunk* and *get the gist* steps. These steps aim to obtain the meaning of unfamiliar words and find or determine the significant idea of every paragraph. The teacher started by asking the students to read the text paragraph by paragraph. He then requested the learners to identify the unfamiliar or unknown words (clunks). He modeled by mentioning one difficult word and requested the learners to obtain the significance of the word. Subsequently, he requested the learners to obtain the meaning (click) by telling and sharing the answer with the other students. He asked the learners to recognize the *clunks* and to obtain the meaning (click) in the group based on the modeling and wrote the result in the worksheet.

After the students do the *click and clunk* step, the teacher modeled to find the main idea in *get the gist* step by identifying an important thing from the paragraph and asked them to discuss finding the best idea (gist). Based on the modeling, the teacher asked the students to recognize the

significant ideas and share them in the group to determine the best main idea and recorded/wrote the result in the worksheet.

#### 4) Post-reading

The last step was to *wrap up*. In this strategy, the lecturer requested the learners to read the whole of the manuscript. Firstly, he gave an example of how to recognize the most significant things of the whole manuscript by reviewing the ideas from *get the gist* step. After that, he modeled how to summarize the ideas into the paragraph. Based on his modeling, he asked the students to identify the texts in the group by reviewing the ideas in *get the gist* step. Then he asked them to share their findings and to summarize the ideas into one paragraph and wrote the result in the worksheet. Finally, the lecturer requested the learners to respond to the questions related to the reading manuscript and wrote them in the worksheet.

#### 5) The Students' Achievement Result

After carrying out CSR in three meetings, the learners did the reading comprehension test at the end of Cycle 1. The finding of learners' attainment scores was contrasted with the scores of the precursory test to see the learners' progress happened. The progress was specified by 70% or more of learners ought to achieve 15 points or better. The appeal is provided in Table 1 as follows.

**Table 1.** The Finding of learners' obtain in the Reading Comprehension Test of Cycle 1

| NO | LEARNERS | SCORE      |         | Obtained<br>REFINEMENT (15<br>points or more) |
|----|----------|------------|---------|---|
|    |          | Precursory | Cycle 1 |   |
| 1  | BE       | 40         | 66      | 26  |
| 2  | FQO      | 43         | 46      | 3   |
| 3  | HN       | 67         | 83      | 16  |
| 4  | MLS      | 46         | 63      | 17  |
| 5  | MB       | 66         | 77      | 11  |
| 6  | MJ       | 67         | 83      | 16  |
| 7  | NI       | 54         | 71      | 17  |
| 8  | NGA      | 77         | 89      | 12  |
| 9  | NI       | 46         | 43      | -   |
| 10 | NJ       | 51         | 60      | 9   |
| 11 | NP       | 51         | 66      | 15  |
| 12 | NU       | 63         | 71      | 8   |
| 13 | NB       | 51         | 67      | 16  |
| 14 | NBS      | 54         | 60      | 6   |
| 15 | NG       | 49         | 66      | 17  |
| 16 | NM       | 54         | 74      | 20  |
| 17 | NQ       | 51         | 54      | 3   |
| 18 | SQ       | 54         | 71      | 17  |
| 19 | SI       | 74         | 89      | 15  |
| 20 | SW       | 54         | 74      | 20  |
| 21 | SAF      | 31         | 54      | 23  |
| 22 | TU       | 49         | 54      | 5   |
| 23 | TR       | 51         | 60      | 9   |
| 24 | UI       | 49         | 60      | 11  |



|    |    |    |    |    |
|----|----|----|----|----|
| 25 | UG | 60 | 77 | 17 |
| 26 | QS | 51 | 51 | -  |
| 27 | WB | 47 | 51 | 4  |
| 28 | WS | 69 | 80 | 11 |
| 29 | WR | 34 | 49 | 15 |
| 30 | YB | 63 | 80 | 17 |

With the Table, in the precursory research, there were 9 (30%) of 30 learners who got by. Meantime, after doing a reading comprehension test at the finale of Cycle 1, there were 16 learners (53.3%) who achieve obtain 15 points or better from their prior scores.

In addition to the learners' attainment score, it was observed the learners' inclusion in using the CSR strategy. The CSR includes four stages of strategies, specifically *preview*, *click and clunk*, *get the gist* and *wrap up*. The data gathered on the learners' inclusion in using every stage of CSR is able to be deciphered as follows.

In the *Preview* step, there were 30% of learners used brainwave and forecasting strategies in meeting 1. In the second meeting, the learners used brainwave, and forecasting upgraded to 52.5%. Meantime, in the third meeting, there were 55.8% of the total learners' used the *preview* strategy. In *Click and clunk* stage, there were 40% of learners conduct the click and clunk in the first meeting. In the second meeting, there were 64.3% of learners conduct the activities and in the third meeting, there were 66.7% of learners used the click and clunk strategy.

In *Get the gist* stages, there were 33.5 % of learners used the activities in meeting 1. In meeting 2, there were 58% of learners used the activities. Meantime, in meeting 3, it upgraded to 68% of learners used the strategy to obtain the significant points (main idea) of a paragraph. Meantime, in *Wrap up* stage, there were 50% of learners used the activity in the first meeting. In the second meeting, there were 59.7% of learners conduct the activity and in the final meeting, there upgraded to 73.3% of learners who used the *wrap-up* strategy. The results of the learners' inclusion in every meeting are able to be summed up in Table 2.

**Table 2.** The Finding of Learners Using the CSR in Three Meetings in Cycle 1

| Stages                          | Learners using the stages in Cycle 1(in %) |           |           | Average (in %) |
|---------------------------------|--|-----------|-----------|----------------|
|                                 | Meeting 1                                  | Meeting 2 | Meeting 3 |                |
| 1. Preview                      | 30   | 52.5      | 55.8      | 46.1           |
| 2. Click and Clunk              | 40   | 64.3      | 66.7      | 57             |
| 3. Get the gist                 | 33.5                                       | 58        | 68        | 53.1           |
| 4. Wrap up                      | 50   | 59.7      | 73.3      | 61             |
| The learners using the strategy |  |           |           | 54.3           |

With the findings above, the learners' inclusion in using the stages of CSR in the three meetings of Cycle 1 was 54.3%.

## 6) Reflection of Cycle One

With the results provided, the performance of CSR, the strength of the learners' score of the reading comprehension test did not fulfill the criteria of success established. The strength of

the learners who achieve 15 points or better after doing the test was 53.3% (16 learners). It implied that the result did not achieve 70% of learners to attain 15 points or better (with criteria of success).

In addition, it also was observed that the learners' inclusion in using CSR activities for the teaching and learning process. With the finding of the three meetings, the mean of their inclusion was 54.3%. This implied that the learners' inclusion was a great denomination even though the strength of their attainment scores was still poor.

In the review of the implementation of teaching reading stages by using CSR, the teacher-researcher and the collaborator found out that some students could not do a *preview* (brainstorming and predicting) activities well in pre-reading activities. It happened due to the next rationales: (1) the learners still did not grasp the lecturer's clarification of the current strategy since several of the learners had no inclusion when the lecturer acquaint the steps of CSR; (2) the learners owned no focus more in previewing the manuscript so that they could not forecast the topic.

In *click and clunk* activities, (3) it was so difficult for learners to obtain the meaning of words since the lecturer did not lead the learners to obtain the words meaning; (4) a few students had dominated to answer the meaning of vocabulary because the students' job description in the group was not clearly explained. In *get the gist* activities. In *get the gist* activities, (5) several of the learners still were not able to obtain the primary ideas of a paragraph since the majority of them did not recognize the manuscript. Meanwhile in *wrap-up* activities, (6) the students still are not able to obtain the significant ideas of the entire manuscript as the majority of them did not review the manuscript.

## **B. Findings of Cycle 2**

Because Cycle 1 had not reached the criteria of success, the second cycle was done. Cycle 2 was planned for three meetings. Two meetings for carrying out the CSR strategy and a meeting for carrying out the reading comprehension test. The instruments employed in the second cycle were an observation checklist, field notes, and a reading comprehension test.

### **1) The Implementation of CSR**

In Cycle 2, the lecturer conducted the modified CSR based on the revision of Cycle 1. Meeting 1 was conducted. The text given was *Pak Belalang* story. Meanwhile, meeting 2 was conducted and the text gave was The Legend of *Ruai* Bird. The instrument used was field notes.

### **2) Pre-reading**

Before starting *the preview* step, the lecturer divided the class into 6 groups. Each group has 5 students. After that, he explained the role of the group discussion. The teacher then gave the reading material and worksheets to each group. He showed the pictures to the students (pictures of a grasshopper with a magic book in meeting 1, and a picture of a bird of *Ruai* in meeting 2). After that, he asked the students to tell the group about what they already know from the pictures and asked them to write all ideas on the worksheet. Then he requested the learners to share in a group for finding the best ideas. After that, the lecturer requested the learner to predict the topic they will learn from the manuscript by guiding them to look up the pictures and the title. Then he asked them to share in a group for finding the best topic from all their predictions and wrote the result in the worksheet.

### **3) Whilst-reading**

In whilst reading activity, the lecturer requested the learners to recite the text paragraph by paragraph. He then requested the learners to recognize the difficult or unknown words (clunks) and wrote them in the worksheet. After that, he asked the students to tell the clunks and discussed finding the meaning of the clunks in the group. He guided the learners to use the “context clues” strategy in which he asked them to re-recite the sentence before and after the unfamiliar word and look for the clues. The students record the result in the worksheet.

After the students have understood the meaning of words, the lecturer went to ask the learners to identify the important things from the paragraph and asked them to write the results in the worksheet. Then he asked them to share the ideas and determine the best main idea (gist) of the paragraph.

#### 4) Post-reading

In this strategy, the lecturer requested the learners to recite the whole of the texts. Then he asked them to recognize the most significant things of the whole manuscript by reviewing the ideas from *get the gist* step. After that, he asked the students to retell the story in the group to share those ideas and asked them to make a summary into one paragraph and wrote the result in the worksheet. Finally, the lecturer requested the learners to respond to the inquiry related to the reading text and wrote them in the worksheet.

#### 5) The Students’ Achievement Result

The reading comprehension test in Cycle 2 was done. To see the learners’ refinement happened, the investigator anatomize the scores by contrasting the score of the precursory research with the learners’ score after carrying out the test of Cycle 2. The contrast of learners’ attainment in the precursory research and learners’ obtained refinement in the reading comprehension test of Cycle 2 is provided in Table 3.

With the Table, there were 23 learners (77%) who were able to rectify the obtain of 15 points from the precursory research to Cycle 2 and 7 learners (13%) were not able to achieve the obtain 15 points.

In addition to the learners’ attainment score, it was observed the learners’ inclusion in using the CSR strategy in Cycle 2. The CSR includes four stages of strategies, specifically *preview*, *click and clunk*, *get the gist* and *wrap up*. The data gathered on the learners’ inclusion in using every stage of CSR is able to be deciphered as follows.

In the *Preview* stage, there were 64.25% of learners used brainwave and forecasting activities in the first meeting. Meantime, in the second meeting, it upgraded to 68.5% of total learners.

**Tabel 3.** The Learners’ Obtained Refinement of Reading Comprehension Test in Cycle 2

| NO | LEARNERS | SCORE      |         | OBTAINED REFINEMENT (15 points or more) |
|----|----------|------------|---------|---|
|    |          | Precursory | Cycle 2 |   |
| 1  | AF       | 40         | 71      | 31                                      |
| 2  | ERN      | 43         | 66      | 23                                      |
| 3  | GM       | 67         | 91      | 24                                      |
| 4  | HMD      | 46         | 71      | 25                                      |
| 5  | LA       | 66         | 77      | 11                                      |
| 6  | LI       | 67         | 91      | 24                                      |



|    |       |    |    |    |
|----|-------|----|----|----|
| 7  | M.HAI | 54 | 80 | 26 |
| 8  | M.HI  | 77 | 94 | 17 |
| 9  | M.HAR | 46 | 51 | 5  |
| 10 | M.IR  | 51 | 77 | 26 |
| 11 | M.NOR | 51 | 77 | 26 |
| 12 | M.TA  | 63 | 77 | 14 |
| 13 | M.ZA  | 51 | 77 | 26 |
| 14 | MAR   | 54 | 71 | 17 |
| 15 | MF    | 49 | 74 | 25 |
| 16 | ML    | 54 | 83 | 29 |
| 17 | NZ    | 51 | 63 | 12 |
| 18 | RA    | 54 | 83 | 29 |
| 19 | RH    | 74 | 97 | 23 |
| 20 | RM    | 54 | 86 | 32 |
| 21 | SAF   | 31 | 60 | 29 |
| 22 | SYH   | 49 | 63 | 14 |
| 23 | SY    | 51 | 69 | 18 |
| 24 | TH    | 49 | 74 | 25 |
| 25 | TF    | 60 | 83 | 23 |
| 26 | UR    | 51 | 60 | 9  |
| 27 | YA    | 47 | 57 | 10 |
| 28 | YR    | 69 | 89 | 20 |
| 29 | YU    | 34 | 60 | 26 |
| 30 | ZA    | 63 | 83 | 20 |

In *Click and clunk* step, there were 72.3% of learners conduct the stage in the first meeting and there were 65.7% of learners conduct the activities in the second meeting. In *Get the gist* step, there were 70% of learners used the activities in the first meeting, and in the second meeting, there were 72% of learners used the activities.

The last activity was *Wrap-up*. In the first meeting, there were 74.3% of learners using the activity. Meantime, in the second meeting, there were 88% of learners conduct the activity. The finding of every meeting is able to be provided in Table 4 as follows.

**Table 4.** The Result of Learners Using the CSR in Two Meetings in Cycle 2

| Steps                          | Learners used the stages in Cycle 2 (%) |           | Average (in %) |
|--------------------------------|---|-----------|----------------|
|                                | Meeting 1                               | Meeting 2 |                |
| 1. Preview                     | 64.2                                    | 68.5      | 66.4           |
| 2. Click and Clunk             | 72.3                                    | 65.7      | 69             |
| 3. Get the gist                | 70                                      | 72        | 71             |
| 4. Wrap up                     | 74.3                                    | 88        | 81.2           |
| The learners used the strategy |   |           | 71.9           |

With the findings, the learners that used CSR stages in the two meetings were 71.9% (Very Good category).

### 6) Reflection of Cycle Two

With the result of the analysis of the teaching and learning process and learners' learning results in Cycle 2, it was able to be decided that the learners' reading comprehension was rectified by employing a CSR strategy. There was an important refinement in the learners' attainment scores after conducting the reading comprehension test at the end of Cycle 2. It was shown by the got of 77% (23 learners) who achieved the obtained 15 points or better. So, the criteria of success in learners' attainment in Cycle 2 were met.

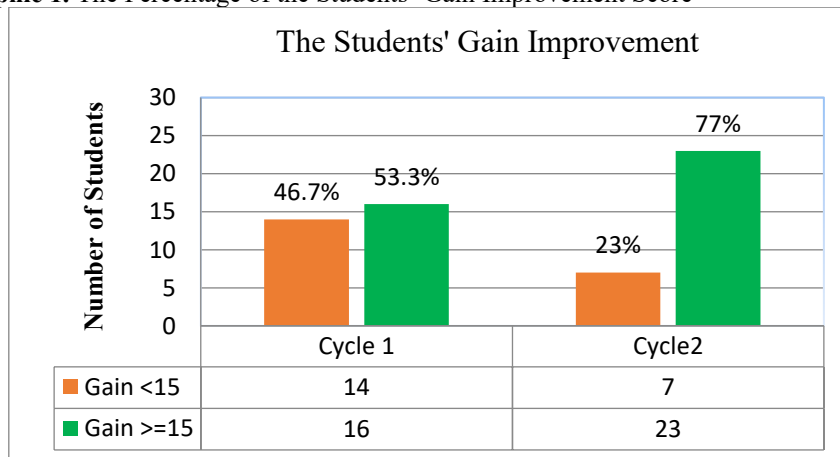
In addition, it was also observed the upgrade of the learners' inclusion (engagement) in using CSR strategy in Cycle 2 achieved 71.9% of 30 learners (Very Good category) which were 66.4% in the *preview* stage, 69% in *click and clunk* stage, 71% in *get the gist* stage and 81.2% in *wrap up* stage. It meant that the strategy did not only improve their achievement score but also can increase their participation (involvement) in the teaching and learning process.

With the finding, the investigator and collaborator summed up that the research was effective since the criteria of success were met and they determined that the research was ended.

### C. Overall Findings

With the result of learners' reading comprehension tests, it was got that the learners' gains were gradually getting improved from the preliminary study to Cycle 2. There was an absolute influence of CSR toward the increase of learners' achievement in the tests of reading comprehension. Thus, the students' percentage of gain improvement score gradually improved the Cycle1 to Cycle 2. Graphic 1 recapped the percentage of students' gain improvement scores.

**Graphic 1.** The Percentage of the Students' Gain Improvement Score

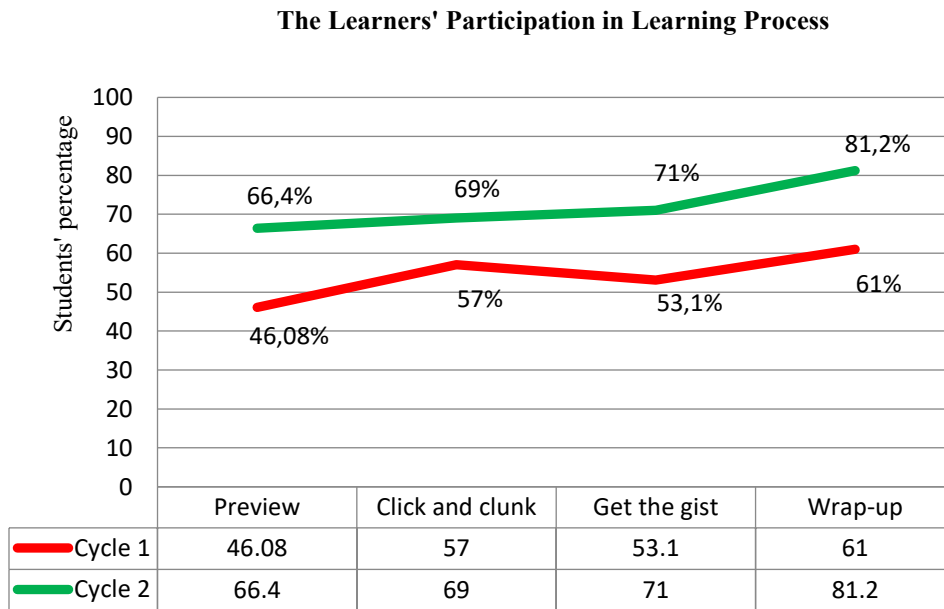


The Figure showed that in Cycle 1, there was 46.7% (14 students) who reached below 15 points in gain and 53.3% (16 students) could reach 15 points or greater. Meanwhile, in Cycle 2, the gain obtained gradually increased. There were 77% (23 learners) who reach 15 points or better and only 23% (7 students) could not reach 15 points in gain.

With the learners' attainment score, it also was observed on the learners' inclusion in using the CSR. Based on the findings, the students' participation in employing CSR strategy had

a significant improvement. The percentage of the learners’ inclusion (engagement) in using the strategy in Cycle 1 and Cycle 2 is presented in Graphic 2 as follows.

**Graphic 2.** The Percentage of the Learners’ Participation in Teaching and Learning Process



Graphic 2 above showed that the percentage of the students’ participation (involvement) in employing CSR activities (*preview, click and clunk, get the gist and wrap up*) increased from Cycle 1 to Cycle 2. In the *preview* step, there were 46.08% of students participated or involved actively in Cycle 1. Meantime in Cycle 2 upgraded to 66.4%. In the *click and clunk* stage, there were 57% of learners participated in Cycle 1 and increased to 69% in Cycle 2.

In *get the gist* step, it found that there were 53.1% of students involved actively in employing the activities in Cycle 1. Meanwhile, in Cycle 2, it upgraded to 71% of total learners. In the *wrap-up* stage, there were 61% of students involved in Cycle 1 and 81.2% in Cycle 2.

**Discussion**

This section discusses the Collaborative Strategic Reading (CSR) carried out to rectify the learners’ reading comprehension. The discussions are provided by the findings of the study. The researcher discusses the findings on the teaching and learning process by employing CSR, the Learners’ improvement (achievement score) in the reading comprehension and the implementation of CSR with learners’ participation in the teaching and learning process– and the connected theories to construe the findings of the current research.

**Discussions on the Teaching and Learning Process Using CSR**

CSR is a strategy for leading readers through a manuscript the first period they recite it in a classroom. It covers the three-phase of teaching reading (pre-, whilst- and post-reading) with four stages, namely *preview, click and clunk, get the gist, and wrap-up*. Even though CSR was planned to be employed with expository manuscripts, it is able to also be employed with the narrative manuscript (McCown & Thomason, 2014). The findings show that the setting of CSR

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overcomes the learners' matters in comprehending narrative manuscript especially in specifying the topic, obtaining the primary idea, and grasping the meaning of words, and gives the chance for the learners to study collaboratively in a group.

### **Discussions on the Learners' Refinement in Reading Comprehension Employing CSR**

The findings of the research show that one of the strengths of CSR is it can improve the students' reading comprehension. This is able to be studied from the result of the product assessment and the teaching and learning process was administered throughout the research. The assessment is administered by the researcher at the end of each cycle. The materials of the test are taken from outside of materials given in each meeting of each cycle.

The learners' refinement in reading comprehension is able to be decided from the finding of the reading comprehension test. In the precursory research, 30% (9 learners) of the total learners got by the reading comprehension test. The got learners' obtain score upgraded to 53.3% (16 learners) in Cycle 1. Meantime, the obtained score in Cycle 2 upgraded to be 77% (23 learners).

Besides, there also is observed a significant point on the learners' inclusion (involvement) in using the strategy for the teaching and learning process. The finding shows that the total mean was 54.3% students participate actively in Cycle 1 while in Cycle 2 it increased to 71.9%.

### **Discussion on CSR Application with Several Related Research**

Collaborative Strategic Reading is a reading strategy that has been attested by several professionals and investigator as an efficacious strategy to assist learners to understand the manuscript. The next provided the professional declaration on the strategy. Boardman, Vaughn, et al. (2016) say that learners accepting CSR guidance create good obtains in reading comprehension, learners proved high levels of academic involvement with word meaning, primary idea, and comprehending the manuscript. Their research recommends that strategic reading guidance incorporated with tiny group discussions was able to have advantages for learners' reading comprehension. In another research, Boardman, Buckley, et al. (2016) carried out CSR in a middle school program and reached obtains for learners with and without defects. Promoting to Abidin (2012) explored the influence of CSR on Taiwanese university learners' reading comprehension. The findings showed that CSR owned an absolute influence on the students' reading comprehension mainly on the comprehension questions on obtaining the primary idea and obtaining the promoting details.

### **CONCLUSION**

It was summed up that the application of CSR strategy is able to rectify the learners' attainment in reading comprehension of narrative manuscripts primarily in terms of specifying the theme of the manuscript, obtaining the signature of unfamiliar vocabulary, and obtaining the primary idea of the manuscript. The pedagogical model and andragogical model differ in six assumptions about learners which are the learner's need to know, self-concept, experience, readiness to learn, orientation to learning, and motivation. EFL students' strong preference for communicative and cooperative activities runs counter to the popular thinking that disapproves group work due to students' long-standing conventional learning tradition.

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