COLLABORATIVE STRATEGIC READING (CSR) IMPLEMENTATION TO IMPROVE STUDENTS' READING COMPREHENSION SKILL

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Abstract

The objective of the research is aimed to find out the implementation of Collaborative strategic Reading (CSR) can improves students' reading comprehension. This study came from the problem at the first grade electricity students of SMK PGRI 1 Lamongan. CSR strategies are: (1) preview the text (before reading), (2) click and clunk (during reading), (3) get the gist (during reading), and (4) wrap up (after reading). Design of this study was Classroom Action Research (CAR). The research is carried out within two cycles, cycle 1 and cycle 2. The procedures of the study were begun by conducting Preliminary Action and Realizing the Action consists of: (a) planning, (b) implementing of action, (c) observing, and (d) reflecting. The data collection techniques applied in this study such as test, observation, field notes and interview guide. The result shows that, there were improvements in every cycle. In the first cycle, some students' score had not reached the criteria of success. So researcher needed to continue the next cycle and revise the lesson plan. The result of cycle two was increased. The students' participation was in "Very Good" criterion. Then, the students' score showed that almost all the students had reached the criteria of success. Based on the result of second cycle the researcher stopped the cycle because all of the criteria of success had achieved. So, it can be concluded that Collaborative Strategic Reading (CSR) can improve students' reading comprehension at the first grade electricity students of SMK PGRI 1 Lamongan.

Keywords*: Reading Comprehension, Collaborative Strategic Reading, CAR.*

Introduction

Reading plays an important role in enhancing students' English ability. The student have to master and comprehend not only the structure of the sentences in the text, but also the meaning explicitly and implicitly. According to Anderson (2000) stated that reading is the process of constructing meaning of the text. Reading skill is a complex activity which involves cognitive process. Reading skill deals with student's interactive process between a reader and a text which leads to automaticity or reading fluency (Alyousef, 2005). The purpose of equipping students with particular reading comprehension is to train them to get general and specific information from the text. Reading comprehension is ability to read the text, process and understanding the meaning, but the practice of reading is not necessarily simple to teach and to learn.

Reading comprehension is very important for students especially for senior high school levels, students are expected to be able to read more complex form of reading such as reading text. In the final national examination, the students are given text in order to answer the questions. And in the classroom, the teacher must create the situation that can encourage students' reading comprehension. Based on an interview with an English teacher at vocational high school in Lamongan conducted on March 28, 2018, it is found that many students still have problems in reading. The problems appeared during the teacher is reading the text, the students just listen and repeat the teacher's reading but they do not understand what is convey in the reading text that is read by teacher and when teacher asked students to read, they seemed to be less motivated and some other students are found lack vocabulary, with the result that these situations make them difficult to understand what they are reading. And the other problem are faced by 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, based on reality, the teacher needs a new strategy of learning reading text activity in

order to students become active, enjoy and comprehend about the main point of reading text. Concerning the problem, the researcher purposed an alternative reading strategy to be used in teaching and learning reading called Collaborative strategic Reading (CSR).

Collaborative Strategic Reading (CSR), developed by Janette K. Klingner and Sharon Vaughn (1996, 1998). Collaborative Strategic Reading (CSR) is a research-based instructional practice in teaching reading comprehension to students to enhance content area learning. Expert give different explanations concerning with reading comprehension. Reading comprehension is the act of understanding or the capacity to understand (Adam, 1995). It requires information from context and combines disparate elements into a new whole using schemata to interpret a text to construct meaning. Moreover, understanding information in the text and changing the knowledge that a reader uses to understand it are also included in reading comprehension (Mc Neil, 1992). Therefore, reading comprehension is a process of making inferences, activating, appropriate concepts, relating new information with the old one, creating picture images, and reducing the information in the text to a main idea.

CSR teaches students reading comprehension while working in small cooperative groups. It is mostly used with expository text, but can also be used with narrative text. CSR consists of four reading comprehension strategies that are applied before, during, and after reading. CSR strategies are: (1) preview the text (before reading) Students preview the whole passage before reading its sections. Previewing the text activates prior knowledge, stimulates students' interest about the topic, and facilitates making predictions. During this step, students look at headings, key words, pictures, and charts in a short period of time. The teacher asks students some questions to engage them in a classroom discussion about what they learned from the previews. Also, the teacher encourages students to predict what they think they will learn from reading, (2) click and clunk (during reading) Students monitor their understanding and decide if they really understand what they read or not during reading. When students read a passage with understanding, they proceed smoothly through the text. When students find a word, concept, or idea hard to understand, it is a clunk. Clunks break down reading comprehension and make it hard to understand the whole text. In this case, students need to identify the clunks then figure them out using fix- up strategies, written on clunk cards, to understand the text.

Fix-up strategies may include but are not limited to:

1. Vocabulary fix-up skills: The student rereads the sentence and looks for clues to understand the meaning of the unknown vocabulary word in the sentence. Also, breaking up the word into its syllables or prefix and suffix to look for smaller words.
2. Read-Pause-Reflect: To help students monitor their understanding during reading, allow them to decide to pause at any point to recall the main ideas for each part. If a student does not understand the topic, he/she rereads the section.

Partner Retell: Students work in pairs in this activity. One student assigned the role of "re-teller" and the other assigned the role of "listener". The reteller talks about the main idea(s), concepts, and points of the reading while the other student listens, comments, and ask questions. Then, the teacher randomly calls one of the listeners to share information told by the reteller, (3) get the gist (during reading) Students learn to identify the most important idea(s) in the text during reading. This strategy teaches students to use their own words to explain the main ideas of every paragraph or two using a few words to check for understanding, and (4) wrap up (after reading), students identify the most important ideas from the entire section they have read. They generate questions and answers about the information in the text. Encourage students to create high order thinking questions and write down the most important information in the text.

Research Method

Design of this study was Classroom Action Research (CAR). According to Kemmis and Mc Taggart (1998) this action research was conducted through the following procedure: (1) preliminary study to know the real problem face the students, (2) planning, (3) implementing, (4) observation, (5) reflection.
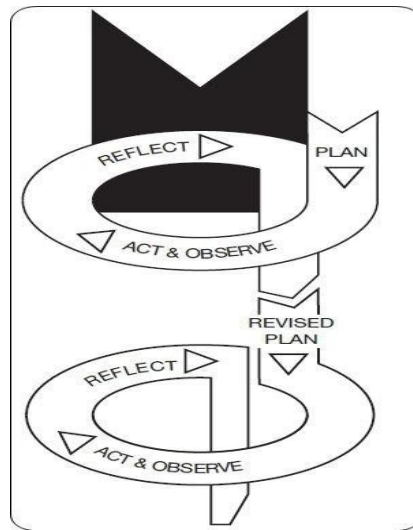
Figure 1. An action research spiral proposed by Kemmis and Mc. Taggart (1988)

This study conducted at SMK PGRI 1 Lamongan on Jl. Simpang Jaksa Agung Suprapto No. 58 Lamongan, SMK PGRI 1 Lamongan is vocational high school of which the field is technology, specifically in Graphic, Electricity Installation, Mechanic, Automotive, and Computer Networking. This study focused on class X Electricity installation (ITL) at the second semester in academic year 2017/2018. This subject was chosen because the students showed low achievement in reading comprehension. 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.

The researcher decided the criteria of success for this research if 85 % of the student' got score upper 75. This action research is carried out within two cycles, cycle 1 and cycle 2. The procedures of the study is begun by conducting Preliminary Action is an introduction activity in which the researchers applied the learning- teaching process using conventional strategy, at the same time, observed the student's participation in teaching-learning process. And Realizing the Action consists of: (a) planning, (b) implementing of action, (c) observing, and (d) reflecting. There are several data collection techniques applied in this study such as test, observation, field notes and interview guide. The test is consisted of three tests, namely pre-test in the Test 1, post- test (test 2) in cycle 1 and post-test (Test 3). In cycle 2 meanwhile, during observation, observer is equipped with an observation sheet. Interview guide is done in the end of the research to know the student's view of the teaching–learning process, especially the using collaborative strategy reading in teaching reading comprehension.

Result And Discussion

1. Finding in Cycle 1
The reading test was administered to the students after the implementation of the strategy in the classroom in Cycle 1 consisting of four meeting. Based on the result of the test, it was found that average score indicated an improvement of students' reading comprehend compared to the score of 70.4 in the preliminary study, there were 16 students (45%) of 35 students in grade X ITL who could pass or achieve the reading minimum score (KKM) of 75. This mean there were 19 students (55%) of them who were still below KKM.

The fact was that after the Implementation of Collaborative Strategic Reading for reading Comprehend in Cycle 1 of four meetings. There was Improvement of students' reading Comprehend and the score was 76.3. The result was among 35 students, there were 25 students (71%) who gained 10 points or more as their improvement in reading comprehend, whereas 8 students (23%) had not achieved the minimum criteria yet. Though the students' score in reading comprehend in Cycle 1 has not fulfilled the criteria of success yet, in general the implementation of Collaborative Strategic Reading could increase the achievement of reading comprehend Table 1 shows the recapitulation improvement of students, achievement in reading comprehend from the preliminary study to the reading test after the implementation in Cycle 1.

Table 1. Improvement of the students' Score in Writing Narrative Text in Cycle 1

Score Range	Preliminary study			Cycle 1	
	Frequency	(%)		Frequency	(%)
55-65	10	29%		2	6%
66-74	9	26%		8	23%
>75 (KKM)	16	45%		25	71%
Total	**35**	**100%**		**35**	**100%**

The students' mean score in the preliminary study was 70.4 and there was 19 students failed reach the KKM. Meanwhile, in the cycle 1, students' mean score improved to 76.3.and there was 10 students failed reach the KKM. Based on the result of observation in the implementation of Collaborative strategic Reading in cycle 1 showed that the students' participation got 71% or "Good" criterion. Most of the students have good attention to follow the teacher's instruction although sometimes they lose their concentration. The students cooperate with their group for solve the problem when the process reading comprehension using Collaborative Strategic Reading.

Reflection in cycle 1

The Researcher did reflection in order to evaluate the teaching and learning process. In cycle 1 the researcher still found the problem faced by the students. Some of the students had difficulties in comprehend the mean of the text, some of them lose the concentration. The average of this cycle is 76,3 where 71% of students reach the KKM and 23% the students did not reach the KKM. It means that this result had not reached yet the criteria of success because the criteria of success of this study 85 %. Those data included in "Good" criterion. So the researcher needed to apply Collaborative strategic Reading (CSR) in cycle 2 to reach the criteria of success.

Revise Cycle 1

Based on the reflection in cycle 1 so, the researcher had to do the next cycle in order to reach the criteria of success with did some reviews so the implementation in cycle 2 more effectively. The researcher revised new lesson plan in different example of recount text and developing the strategy. In clink and clunk step, students who have clunks shared their clunks in front of the class so all of the students had opportunity to complete "clunks" from the other group. While, this process will limit the time so teaching learning process can run more effectively.

2. Result in Cycle 2

The second cycle was done after reflecting of the result in cycle 1. The researcher did it based on some consideration from the teacher and design new lesson plan in cycle 2. The students' mean score was 76.3 in cycle 1 and 10 students failed reach the KKM. Meanwhile, in the cycle 2, students' mean score improved to 81.4.and 4 students failed reach the KKM. Based on the result of observation in the implementation of Collaborative strategic Reading in cycle 2 showed that the students' participation got 89% or "Very Good" criterion. Most of the students have good attention to follow the teacher's instruction. The students cooperate with their group for solve the problem when the process reading comprehension using Collaborative Strategic Reading.

After the Implementation of Collaborative Strategic Reading for reading Comprehend in Cycle 2 of four meetings. There was Improvement of students' reading Comprehend. The result was among 35 students, there were 31 students (89%) who gained 10 points or more as their improvement in reading comprehend, whereas 4 students (11%) had not achieved the minimum criteria yet. Though the students' score in reading comprehend in Cycle 2 fulfilled the criteria of success, in general the implementation of Collaborative Strategic Reading could increase the achievement of reading comprehend. Table 2 shows the recapitulation improvement of students, achievement in reading comprehend from the preliminary study to the reading test after the implementation in Cycle 2.

Table 2. Improvement of the students' Score in Writing Narrative Text in Cycle 2

	cycle1		Cycle 2

Score Range	Frequency	(%)		Frequency	(%)
55-65	2	6%		0	0%
66-74	8	23%		4	11%
>75 (KKM)	25	71%		31	89%
Total	**35**	**100%**		**35**	**100%**

Reflecting

Based on the data which the researcher got in cycle 2, it can be conclude that the implementation of Collaborative Strategic Reading (CSR) could improve the students' reading comprehension. The students' participation and the students' score could improve than the first cycle and the result had reached the criteria of success in this research. So the researcher did not need next cycle to improve students' reading comprehension.

Conclusion and Suggestion
Conclusion
After conducting Classroom Action Research (CAR) for implementing of Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension for two cycles, the researcher can conclude that CSR strategy can improve students' reading skill at ten grade students of SMK PGRI 1 Lamongan. . It was shown by the result of test there were improvement in every cycle. All of them enjoy when the teaching learning process and they could cooperate with their group as long as the process of the strategy Collaborative Strategic Reading (CSR) in the class. it can be concluded that the implementation of CSR strategy can improve students' achievement in reading comprehension and create an attractive and joyful atmosphere during teaching and learning process.
Suggestion
Based on the result of this research, this research can be used as an alternative method to overcome students' problem in comprehending the text and the students' get good achievement also an attractive teaching and learning process. For students, they have to be more serious in learning English especially in reading. For the researcher itself, this research was not perfect yet, the researcher needs to practice more in order to be able to compose a perfect research to increase the quality of a teaching and learning process.

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