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USING COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE THE ABILITY OF THE SECOND YEAR STUDENTS OF MTS BABUSSALAM KUANTAN SINGINGI IN COMPREHENDING NARRATIVE TEXTS

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Abstract

This study was entitled Using Collaborative Strategic Reading (CSR) to Improve the Ability of the Second Year Students of MTs Babussalam KUANTAN SINGINGI in Comprehending narrative Texts. The objective of this research was aimed to know whether the technique of Collaborative Strategic Reading (CSR) can improve the ability of the second year students of MTs Babussalam KUANTAN SINGINGI in comprehending narrative text. The subjects were 22 students from class VIII (B) at MTs Babussalam KUANTAN SINGINGI selected through the result of small survey . The study was divided into two cycles in which one cycle consisted of three meetings. Pre- and Post- tests were given including a set of observation sheets and field notes were used to gain the record of the classroom activity during the Collaborative Strategic Reading treatment. Treatments were designed for two meetings in each cycle. The analysis found that the treatments could reach the improvement of the students' reading comprehension ability. It was reflected in the result of Post test II. There were about 81.8% of the students could achive the minimum passing score (KKM) of English subject in reading comprehension. In addition, the percentage of students' activeness was also improved from the first to the last meetings. Moreover, the result of observation sheets and field notes showed a positive behavior in a process of learning and it also helped students improve their reading comprehension ability and more active in learning process.

Keyword : Collaborative Strategic Reading, Reading Comprehension, Narrative Text

INTRODUCTION

Reading is one of English language skills that should to be mastered by the students. Reading ability is based on using the appropriate meaning-making processes from the printed message (Burkart, 1998:1). Reading ability involves the passage, the reader, and the context. Readers construct meanings with various approaches, such as background knowledge, analyzing words, inferring the text, and identifying key reading descriptive texts or information. Reading ability is an important skill that students should master.

According to McNaughton & Pressley (2002) reading comprehension, as distinct from listening comprehension, is closely intertwined with processing written text and that good comprehenders usually display efficient decoding, fluency and knowledge of vocabulary. These components of reading comprehension are important; however, they are not directly related to this study and are therefore not addressed in this review.

In junior high school Curriculum, reading is one of the competence standards conducted to the students. According to School-Based Curriculum (KTSP), one of reading competences which should be learnt by them is: to comprehend the meaning of short functional texts and essays in the form of narrative text, report text, and descriptive text in the context of daily life activities and to access knowledge. This kind of reading competence has even been conducted since they are at junior high school.

Based on the writer's observation the students of MTS Babussalam have difficulties in comprehending reading text, especially narrative text. They had to face reading comprehension, especially in comprehending narrative texts which has purpose to entertain the readers. They found difficulty in comprehending narrative texts. This may be caused by several factors such as limited vocabularies, students' interest, and teaching strategy used by the teacher. In fact, the English teacher at MTS Babussalam Kuantan Singingi did not use the variety of teaching method to increase the students' ability in comprehending reading text in teaching and learning process. Teaching and learning process in reading class are only conducted by asking the students to read the passage, finding out the meaning of the difficult words, answering question based on the text, and collecting the students' reading assignment.

In addition, the writer did small survey to know students' ability in comprehending narrative text in class VIIIB at MTs Babussalam Kuantan Singingi. The writer found that most of the students could not reach minimum passing score (KKM); which was 70. Out of 22 students, only 24% of the students could reach KKM and there were 76% of the students were still low in reading comprehension.

From the problems identified above, the writer believes that the use of the appropriate technique is the significant way to increase the reading ability. Therefore, in this study, the writer decided to use Collaborative Strategic Reading (CSR). Collaborative Strategic Reading is a new procedure in reading to promote students' reading skills. Collaborative Strategic Reading is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. CSR is used to help students keep track of learning during the collaboration process (Klinger and Vaughn, 1998).

The writer uses this technique because she found a research about Collaborative Strategic Reading which got satisfying result. Klinger and Vaughn (1998) pointed out that making the students in a group to comprehend the reading text collaboratively is a good way in teaching reading.

This technique is expected to solve the problem because students usually get difficulties in comprehending the narrative texts. In addition, it will help them to have a better understanding of reading text. Collaborative Strategic Reading can create a comfortable environment for students to work together in a group. In short, the using of Collaborative Strategic Reading gives a contribution for both teachers and students in improving the reading ability of the second year students, especially in MTs Babussalam Kuantan Singingi.

METHODOLOGY

This research was conducted at MTs Babussalam Kuantan Singingi on October 2012 in academic year of 2012/2013. The population of this research was the second year students of MTs Babussalam Kuantan Singingi. The number of the population was 86 students in three parallel classes. In choosing the sample, the writer put three folded papers into the box which were written the class name. Then, the writer took one of the folded papers from the box, and the taken class was considered as the sample, which was class VIIIB. The number of sample was 22 students.

The writer gave Pre-Test to the students before conducting cycle I. The test consisted of 30 items and the students are asked to comprehend the narrative text. The Pre-Test aimed at finding the difficulty level of each test item. There are 2 items being revised after giving pre-test. The items being revised because their facility value scores are higher than 0,70 (easy) with the mean score is 59.23, standard deviation is 3.7, and the realibility of test is 0.49. The writer calculated the result of pre-test by using pattern of Heaton (1975).

Facility Value:

$$F.V = \frac{R}{N}$$

Where: F.V : facility value
R : the number of the correct answer
N : the number of students taking the test.

(Heaton, 1975:172)

Mean Score:

$$m = \frac{\sum fx}{N}$$

Where: m = mean score
$\sum fx$ = total score of the students
N = the number of the students

(Heaton, 1975:169)

Standard Deviation:

$$s.d = \sqrt{\frac{\sum d^2}{N}}$$

s.d   = standard deviation

$\sum d^2$ = the total of squared mean deviation

N   = the number of respondents

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(Heaton, 1975:170)
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Reliability Test:

$$rii = \frac{N}{N-1}\left[1 - \frac{m(N-m)}{Nx^2}\right]$$

Where: rii   = the reliability

N   = the number of the items in the test

m   = the means score of the test for all the tests

x   = the standard deviation of the test score

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(Heaton, 1975:157)
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After giving pre-test to the students, the writer found that the students' mean score in pre-test was below the KKM. Most of the students had difficulty in comprehending narrative text. To solve this problem, the writer decided to implement Collaborative Strategic Reading (CSR) as a way to improve the students' ability in comprehending narrative text. The writer believes that the use of Collaborative Strategic Reading is an effective way to solve the students' problems in reading comprehension. In addition to this, together with the collaborator, the writer prepared the lesson plans for one cycle of treatment, topics that would fit the the school curriculum, and also a set of observation sheets and field notes to note specific things, weakness, strengths or suggestions related to teaching and learning process. The writer used the score in Pre-Test as a guidance to conduct this research.

After giving Pre-Test and knowing the students' base score, the writer gave them treatment by implementing Collaborative Strategic Reading to the students. The steps of using the technique were drawn as follows:

1. Previewing
   a. Teacher asks the students to brainstorm the text by seeing the pictures and the title to find the topic.
   b. Teacher asks the students discuss and share the ideas to determine the best topic
   c. Teacher asks the students to predict the topic that will be learnt
   d. Teacher asks the students to share to find the best prediction
2. Clicking and clunking
   a. Teacher asks the students to identify the difficult or unknown words in the text as "Clunk" and the words which were familiar to them as "Click".
   b. Teacher guides the students to use context clues strategy to overcome their clucks
   c. Teacher asks the students to share in group to determine the best meaning of the words
3. Getting the gist
   a. Teacher asks the students to identify the text
   b. Teacher guides the students to find the important idea (the main idea) of each paragraph shrinking

    c.   Teacher asks the students to share in group to find the best main idea of the paragraph

4. Wrapping Up
    a.   Teacher guides the students to review the whole text by summarizing the important ideas of the text/the story:
    b.   Teacher asks the students to share to find the best review.
    c.   Teacher separates the students and asks them to back to their chair and answers the comprehension questions in group related to the text to check the understanding of the text.

The collaborator observed both the teacher and the students' activities during the treatment through observation sheets and field notes. The collaborator analyzed the students' progress during treatment. The collaborator also gave comments about the teacher's performance and added any other improvement in using Collaborative Strategic Reading in the classroom.

The writer gave post-test I at the end of cycle I. The purpose of giving post-test was to know the students' progress in comprehending narrative texts after the implementation of Collaborative Strategic Reading. Post-Test 1 was consisted of six narrative texts and each text consisted of 5 questions. The writer decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the writer still used Collaborative Strategic Readingtivity with any other additional strategy based on the result of reflection in the cycle 1 to improve the ability of students in reading skill. The writer also gave post-test II at the end of cycle II.

In addition to this, the quantitative data of this study was collected through the multiple choices test (Pre-Test, Post-Test I, and Post-Test II), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

In the data Analysis technique for scoring the students, the writer uses the scoring: The data would be analyzed by using formula:

$$M = \frac{x}{N} \, x100$$

(Harris et al, 1986: 79)

M = Individual score
x = Number of correct answer
N = Number of items

The percentage of the students who could answer the test correctly is calculated by using the formula (Hatch and Farhady, 1982:43)

$$P = \frac{R}{N} \, x100\%$$

Where:

    P   : Percentage
    R   : Number of frequency
    N   : The number of the respondents

The score of the students in the test are classified to determine their level of ability. The classification is as follows:

Table 3.3 The Classification of Students' scores

No.	Score	Classification
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocre
4.	21-40	Poor
5.	0-20	Very Poor

(Harris, 1986)

FINDING AND DISCUSSION

Pre–Test was given y the writer before giving any treatment to the students. The purpose of giving pre-test was to know the students' base score in comprehending narrative text. The quantitative data of Pre–Test can be seen as the following chart:
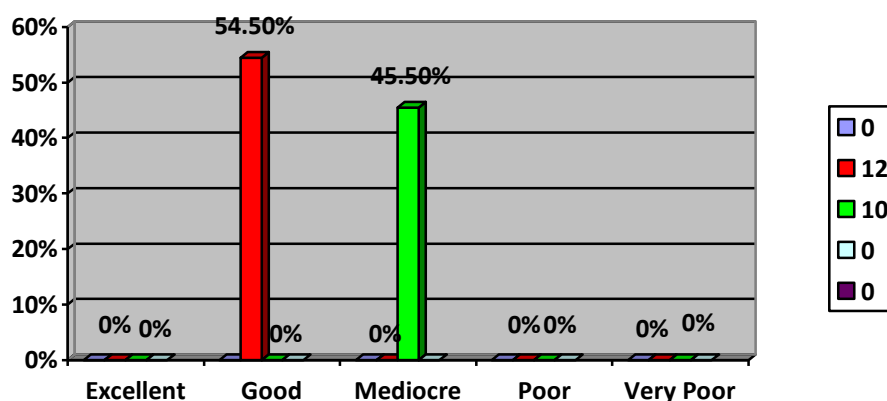
From the result above, it can be seen that there was no student reached level of "Excellent". It was indicated that the students' ability still need to be improved by using Collaborative Strategic reading (CSR).

The quantitative data in cycle 1 was collected by looking at the progress that students' got through two treatments. In the end of cycle I, Post-Test 1 was given as the evaluation. The result of quantitative data in Post-Test 1 can be seen as the following chart:
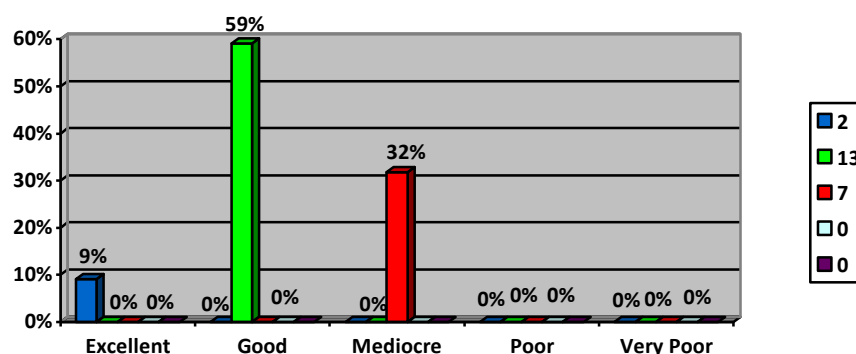
Based on the data above, the result of quantitative data in this cycle showed the unsatisfying score. It's because their mean score had not achieved KKM (70). It can be seen from the data above that there were 2 students who reached level of "Excellent". It indicated that the students' skill in reading comprehension using Collaborative Strategic Reading was level of "Good". Even though the result almost showed good improvement, the students still needed more treatments using Collaborative Strategic Reading.

For field notes result, it was found that the students' competency in the process of learning still needed to be improved. It could be seen in the observation sheets and field notes that there were many students had dissatisfied result. The process of learning in cycle 1 could be interpreted as below.

At the first treatment there were only several students who was getting involved in the process of learning. The Collaborator noted that there were some students did not follow the procedures of Collaborative Strategic Reading (CSR). It could be seen during the classroom activities that, many students were not fully understand about instructions or questions given. There were also some students were noisy since they did the activities. In addition to this, the performance of teacher also need to be improved. It can be seen when she had a little problem in controlling the students in the class.

At the second treatment, the collaborator noted that the teacher began to be more confident while she explained the materials. The teacher devided the students into some groups. She gave motivation to the students in the class. The students also paid attention to the teacher's explanation so that effective communication occurred during this activity. However, after teacher had explained the material, there were some students still made a noise in the back row and prefer talking to their friends.

Briefly, it still had a lot of students who was getting involved more than the first meeting. The several students were enthusiastic with Collaborative Strategic Reading (CSR) and the material that the teacher presented. Even thought some students still got confused, but they need to practice writing more. The collaborator also noted that there were still a few students prefer talking to their friends than listening to the teacher's explanation. In addition, they spent a long time to finish the discussion.

In short, Almost all of the students got involved in Collaborative Strategic Reading (CSR). The teacher should give bthe students more explanation and practice in order to be active and enthusiasm in using Collaborative Strategic Reading (CSR).

The result of the observation and field note in cycle 1 could be interpreted in a chart as below:

**The Chart of The Result of The Observation During Treatment in cycle 1**
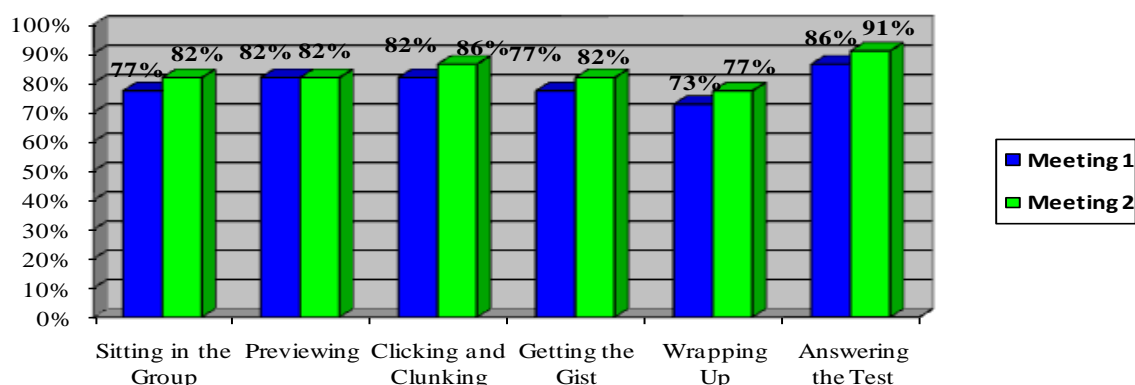
The data above indicated that the activeness of students in each activity from the first meeting to the second meeting in this cycle, students started to understand how to use Collaborative Strategic Reading. However, in some activities almost all students got confused and they didn't get involved on it. The steps of Collaborative Strategic Reading (CSR)

Therefore, referring to the result of observation above, the writer had to rearrange the planning in taking action, so that an improvement could be achieved by students. Then, the writer formulated the result of reflection that would be implemented at the second cycle, the way of teaching writing to the students was still same as before, she still used Collaborative Strategic Reading.

In order to get the better result, there were the several things that would be applied in the second cycle: 1.The way of teaching reading to the students was still the same as the previous cycle; she still applied Collaborative Strategic Reading (CSR), 2.The teacher explained how to find out the main idea, the meaning of vocabulary in context, the factual information, the identification of references and inferences, 3.The teacher had to encourage the students to be more focus on study and make them more active in the application and in responding to the teacher's questions, 4.The teacher had to give reward when the students could answer the questions, in an attempt to motivate them, 5.The teacher had to remind the students to apply the strategy that they had studied in learning reading comprehension. 6. The teacher should talk more loudly in teaching, 6.The way in teaching was developed to make the students understand the materials, 7.Giving guidance to groups which could not work together with their friends in group, 8.Giving quiz to increase the students' creativity based on the subject.

The result of cycle 2 showed a significant improvement. The result of quantitative data in cycle 2 can be seen as the following chart:
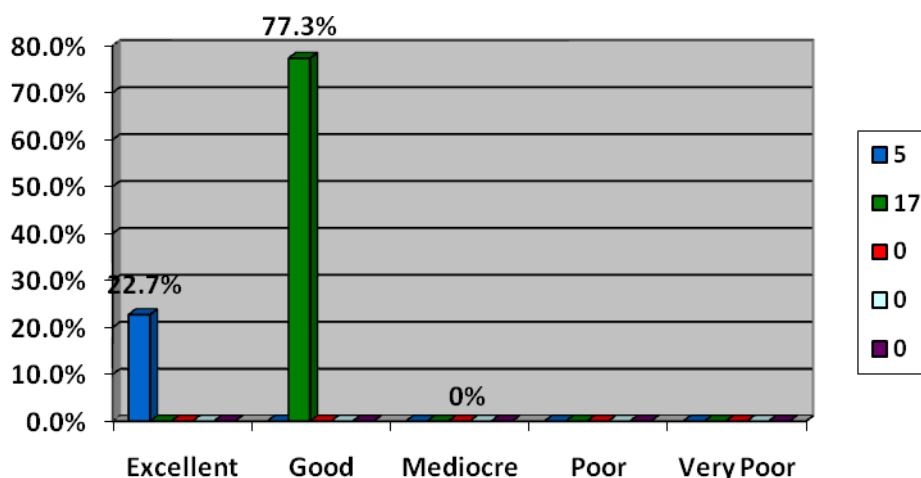
The data above showed that there was a significant improvement in students' reading ability after giving three treatments in cycle 2. It was also obviously clear that there were almost all of the students achieved KKM. Compared with the result in Post-Test I, it indicated that the significant improvement can be seen in the level of "Excellent". There were five students got level excellent from Post-Test I.

For the result of observation sheet and field notes, it was found that the teacher's and student's activities in teaching and learning process was obviously better than cycle 2. The progression could be seen on observation sheets and field notes that collaborator made during the class activities for the third meeting to the fourth meeting. The process and result of teaching and learning in cycle 2 could be interpreted as follow:

At the third meeting, teacher's performance during teaching was better in giving materials. There were almost a lot of students paid attentions to the teacher's explanation. They were enthusiasm giving ideas that related the topic. It was occurred because she was more confident in teaching she also could control over the class.

During the fourth treatment, not only students' interest but also teacher's performance had already completely improved. It was happened because teacher explained the materials by giving several examples narrative texts and gives more explanations about the procedure of Collaborative Strategic Reading.

In short, compared from the last meeting, the progress had been seen during at the fourth meeting. There were almost all of students got involved in the activities of Collaborative Strategic Reading (CSR). The students who had a lack of vocabularies, confused to the generic structure of narrative text, and had low comprehension of narrative text had showed their improvement.

The result of cycle 2 could be interpreted in the chart as below:

The Chart of the Result of Observation during Treatment in Cycle 2
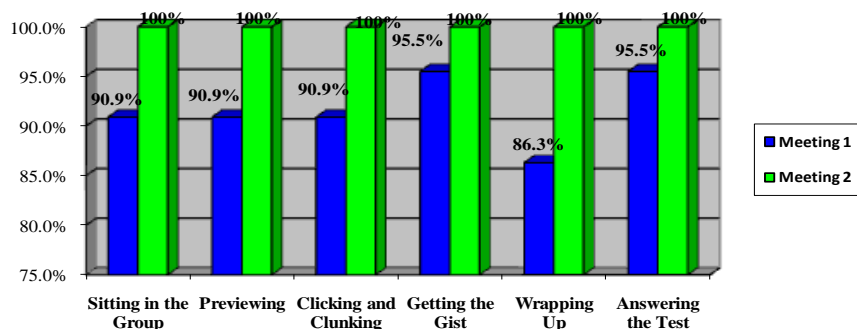
The data of field note above showed a significant progress during teaching and learning process. It was up to 91.67% of the students participated for whole activities in Collaborative Strategic Reading (CSR) in third meeting and became 100% at the fourth meeting. It indicated that the use of Collaborative Strategic Reading (CSR) could engage the students' interest to be participated in the process of learning.

For the overall result, the following chart showed the result for students' writing ability from cycle 1 to cycle 2.

The Chart of Students' Reading Ability from Cycle 1 to Cycle 2
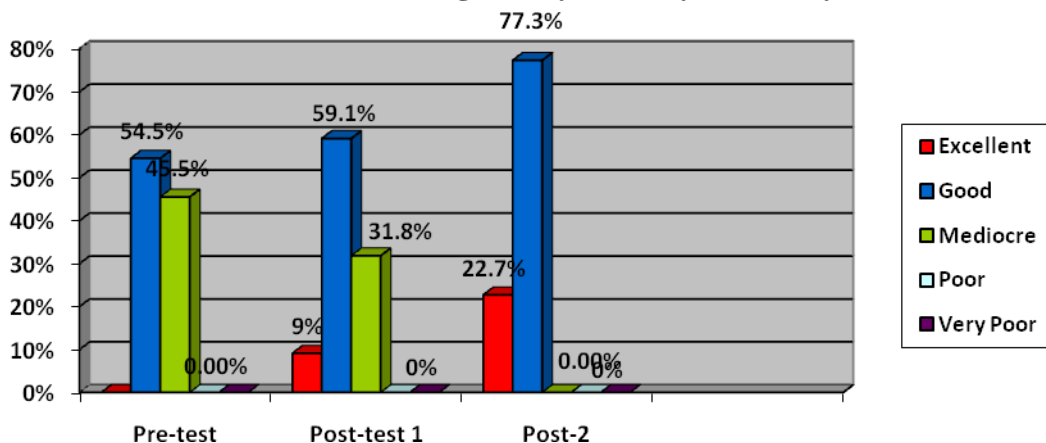
Shortly, it is true that there was significant improvement of writing ability of the first year students at MTs Babussalam Kuantan Singingi from 59.23 (mediocre) in average score in pre-test and it improved into 66.5 (good) in post-test 1 then it improved again into 74.8 (good) in post-test 2. If the students' average score in post-test 2 was compared with minimal mastery criteria, it showed the significant improvement (74.8>70). In addition to this, there were students reached level of "Excellent" in Post-Test II. There was no students got "Very Poor" and "Poor" in Pre-Test, Post-Test I and Post-Test II.

CONCLUSION

The students' base score in comprehending reading texts was dominated by good level of ability in comprehending reading text, there were 54.5% of the students, but at the second test the percentage of the poor level increased, it became 59.1%%, and at the end of the third test, the good level increased very significantly until 77.3%. The percentage of the level mediocre was about 45.5% in the first test, 31.8% in the second test decreased very significantly until 0% in the third test. The number of the students who could reach "Excellent" level also improved from nobody in pre-test became 2 students or 9.1% in post-test I, and 5 students or 22.7% in post-test II.

Actually the improvement reached by the students was also influenced by students' ability after taught by the researcher by using Collaborative Strategic Reading (CSR). The students were successful in applying this strategy in their study which had been mentioned in chapter II. And the students could also understand the writer's explanation about the materials. In addition, the writer as a teacher also had helped the students by using Collaborative Strategic Reading (CSR) to solve their problems in comprehending the text. This contribution was suitable with the purpose of Collaborative Strategic Reading (CSR). All of the participants had worked together; they could follow all of the procedures in Collaborative Strategic Reading (CSR

In addition to this, based on the result of qualitative data during the observation in cycle 1 and 2, the writer concluded that the use of Collaborative Strategic Reading was successful to improve the ability of the second year students of MTs Babussalam Kuantan Singingi in comprehending narrative text.

IMPLICATION

Using Collaborative Strategic Reading (CSR) could make the students more active and participative in comprehending reading texts and can be used to improve students' mastery in reading comprehension of the second year students at MTs Babussalam Kuantan Singingi.

SUGGESTION

Having seen the result of the research, the writer would like to propose some suggestions. Suggestions might be helpful for the teacher and students. Firstly, teacher can use Collaborative Strategic Reading (CSR) in improving students' ability in reading comprehension. Secondly, teacher can be able to improve students' reading comprehension mastery by using appropriate teaching technique which is interesting and challenging for the students. Thirdly, teacher should be creative and innovative to find out an interesting and motivating teaching technique to assist the students in learning process. Fourthly, the English teacher can discuss proven strategy in teaching English. Finally, Teacher uses simple explanation and creates an enjoyable learning situation and has good relation with the students.

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