THE APPLICATION OF COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE STUDENTS READING COMPREHENSION IN NARATIVE TEXT OF THE SECOND YEAR STUDENTS AT SMPN 3 PEKANBARU

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Abstract

This classroom action research was aimed to study the improvement on reading compehension in narative text of the second year students at SMPN 3 Pekanbaru by implementing the Collaborative Strategic Reading (CSR). The writer took one class as participants of the study. They were 40 students in class VIII₄ of SMPN 3 Pekanbaru. The study was conducted in two cycles which each had 3 meetings. After three meetings, the writer had given a test which was done to know the students' reading comprehension. The writer continued the action to the second cycle, because the result of the first one was not successful yet. The post test 2 was given to the students in order to know the improvement in students' reading comprehension in narative text after Collaborative Strategic Reading (CSR). The data were analyzed by comparing the result of post test 1 and post test 2 and the minimum criteria of successful action (75). The average score of the first cycle was (68,6), it means that the average score of first cycle was still below the minimum criteria of successful action (75) and below the average score of second cycle (79,7). It can be said that the result of research in post test 2 was succesful because it was over than the minimum criteria of succesful. Moreover, the students's activeness during the teaching and learning process also improved cycle by cycle. Finally, the writer got the conclusion that the use of Collaborative Strategic Reading (CSR) gave positive contributions and better outcomes to improve students reading comprehension in narative text and made the students challenge to be involved in a discussion actively.

Keyword: Reading Comprhension, Collaborative Strategic Reading (CSR), Narative Text

INTRODUCTION

Reading is one of the four language skills that should be mastered by the students if they want to understand the text. Reading can be seen as an "interactive" process between a reader and a text, which leads to automat city or reading fluency. Reading is getting out the text as nearly as possible the message that the writer put into it (Nuttal, 1982:5).

Reading comprehension refers to the act of thinking or processing in which the reader contructs meaning before, during and after reading by incorporating the text information with their prior knowledge. Reading comprehension is the ultimate goal of learning to read and it is the foundation for education. Reading comprehension is viewed as the "sense of reading" and it is essential not only to academic learning in content area but also to life long learning (National Reading Panel,2000).

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. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form event the information is explicitly stated or not in a passage.

Based on the descriptive above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in older to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional response.

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

According to Pardo quoted by Laura Lewis Richards (2005:6), Comprehension can be defined as a processing, which readers construct meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. So, comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and experiences..

Based on the explanation above, it can be concluded that reading ability involves the passage, the reader and the context. Reading ability refers to constructing the meaning of the oral or written messages. Ability involves the ability of understanding the intended messages of the text.

Based on the result of a small survey done by the writer in SMPN 3 Pekanbaru, the writer assumed that the student's ability in comprehending the text was still low. Among 40 students, there were only 12 students could answer the correct questions. It meant only 30% of the students whose grade reached (KKM). So the students reading comprehension was still low.

According to KTSP, it has emphasized on genre text namely Recount, Report, Procedure, Descriptive, and Narrative . In teaching reading, the teacher

should make the students comprehend reading text that was related to genre of text is being taught. This curriculum has been applying for the students of SMPN 3 Pekanbaru, especially for the second year students.

Based on this Curriculum, reading has function in understanding the written message in formal and informal expression in Recount, Report, Procedure, Descriptive, and Narrative. There are many strategies that can be used in teaching reading comprehension. One of them is using Collaborative Strategic Reading (CSR) in English class. Collaborative strategic reading (CSR) is an excellent technique for teaching students reading comprehension, building vocabulary and also working together cooperatively (Klingner and Vaughn, 1998). It improves students' reading comprehension, increased their vocabularies, enhanced cooperative skills, and enriched content area learning. Moreover, it helps students organize their information based on category, make them become more active readers, and helps them remember new vocabulary and other information. In this paper, the writer chooses applying Collaborative Strategic Reading (CSR) in narrative text.

In relation with the explanation above, not only students as a participant in learning process but the teachers also have an important role. It means that teachers should be creative and wise to choose an appropriate way of teaching. Actually teachers have to develop their teaching strategies to make students understand and comprehend the reading materials easily. Through the appropriate teaching strategy, it might increase the students interest, motivation, modified reading materials and reading comprehension.

The writer interested in applying CSR as one of the certain strategy to solve the readers' problem in reading. CSR is one of the interactive approaches that have function to make the students understand how to comprehend the text.

According to KTSP, one of reading competences which should be learn by them is: to comprehend the meaning of short functional texts and essays in the

form of narrative text, recount text, descriptive, report text, and procedure 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.

As mentioned, one of the kinds of texts is narrative text. In English handbook at school, students may find some narrative in it, and there is usually a set of reading comprehension referred the text after the teacher read the text for them.

Globally, narrative text is a kind of the familiar text for Junior High School. Narrative text is an interesting text where students can learn more vocabulary from it. According to Webster's Online Dictionary, narrative is defined as "something that is narrated: Story". The example of narrative text can include stories such as: fairy tales, fables, short story, fantasy, legend, mystery, science fiction, biographies, and autobiographies. All stories have a beginning, middle, and an end. There are other parts of stories that children should learn to indentify, such as: characters, themes, setting, a problem or conflict, a sequence of events and resolution.

Djuharie (2007:41) stated that narrative text is a text which narrative a story or fable that aims to entertain the readers. The main feature of text is there such problem or anything that consider as problem and the steps/solution taken to respond that problem. The content of narrative text is the imagination story or true story that get some changes.

The Narrative structure most often features a beginning, middle and an ending. A narrative text has three main parts (Rudi Hartono (2005:8). They are:

 ➢ Orientation

   It tells about the setting in time, place and character.

 ➢ Complication (s)

   This part tells about problem(s) to be solved by the character.

 ➢ Resolution

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It describes the solution to the complication(s) and gives an ending to the story.

Based on Rudi Hartono (2005:8) the language features in narrative text are:
- ➢ Use of action verbs
- ➢ Use of specific nouns
- ➢ Use of time connectives
- ➢ Use past tense

Burns, Roe, and Ross (1996:222) describe that narrative selection generally consists of a series of narrative paragraph that present the unfolding of a plot. Narrative has a number of elements (setting, characters, theme and so on). Besides that, narrative text usually arranged in chronological order, paragraph may be flash back, or narration of events from an earlier time, to provide readers with the background information they need to understand the current situation. Reading in addition, knowledge in the structure of narrative text can influence a student's understanding of the text. So, when reading narrative text, students are able to recall more relevant information when they are familiar with the story grammar element.

Narrative text also contains of some pictures that can help students to predict what the text is about. Narrative in the teaching of reading can develop the students' sense of context and meaning.

In this research, narrative is a kind of text that used to apply Collaborative Strategic Reading (CSR) as a technique to help the students' understanding of narrative texts.

Burns, et al (1996:247) explain that cooperative teaching helps students to activate their prior knowledge and learn from the prior knowledge of their classmates, keeps them actively engaged in learning and enhances attention. In

fact, cooperative groups work well for helping students understanding characterization of the text.

Cooperative learning is defined as a category of instructional strategies that place students in mixed-ability groups in which students work together to achieve a common academic goal. This type of learning has become more desirable as researchers study individual learning differences and styles as well as multiple intelligences. Discussion of brain-based learning and teaching and multiple intelligences recommends moving away from the basic pattern of independent/individualist/competitive types of instruction to instructional practices that are more interactive and cooperative.

Most cooperative learning strategies place students in groups of four to six students. Many of these strategies also implement team rewards as a means of motivating students to work well with group members and to be responsible for their part of the work. Johnson, Johnson, Holubec, and Roy established a model of cooperative learning that consists of four basic principles - positive interdependence, individual accountability, face-to-face interaction, and group process. Positive interdependence refers to the concept that students understand their dependence on other members of a group to achieve a certain goal. Individual accountability addresses the idea that each student be responsible for and held accountable for the content being covered. Face-to-face interaction requires that students value group members, as well as group meetings and productiveness. Group process simply implies that the learning be a process in which the entire group participates. With these four bases set, cooperative learning may take its place in the classroom. Examples of cooperative learning strategies include Students Teams-Achievement Divisions (STAD), Jigsaw, Cooperative Integrated Reading Composition (CIRC) and Group Investigation. (Slavin :274).

Klinger and Vaughn (1998) found that Collaborative Strategic Reading (CSR) ia a method of teaching reading comprehension strategies originally

designed for teacher led small group of students in special education whose not English spoken. It was later adapted to cooperative learing and peer led small group instruction in general education classes that include students with special needs.

Klinger and Vaughn (2001) explain that Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning and behavior problems included in general education classrooms. Klinger and Vaughn (1998) also state that Collaborative Strategic Reading (CSR) is a great for students with learning disabilities because in this strategy, students easier to contribute to their groups nad feel successful and they get help that they need in their reading.

Collaborative Strategic Reading (CSR) combines the essential reading comprehension strategies that have demonstrated to be effective in improving students reading comprehension and Collaborative Strategic Reading (CSR) procedures are designed to maximize the students engagement and help students to be more successful in mixed learning level classrooms.

CSR consist of some strategies. They are preview (brainstorming and predicting), Click and Clunk (monitoring understanding), Get the Gist (finding the main idea), and Warp up (generating questions and reviewing).

METHODOLOGY

This research is a kind of classroom action research. It was conducted to find out how effective was used of CSR as a strategy in teaching to improve student's reading comprehension at the second year student of SMP 3 Pekanbaru.

Kemmis and Mctaggart (1988) state that action research is a form of collective self-reflective enquiry undertaken by participants in social justice of their own social or educational practices, as well as their understanding of these

practices and the situation in which the practices are carried out. It means that the action research is done to give an improvement on the situation where the research is applied. Actually, it can be applied in social and educational conditions. It is commonly applied to solve some problems that faced by participants in the classrooms and school.

According to Azhar (2006), the aim of classroom action research is improving the quality of education and also to solve the problem in a process of teaching and learning in classroom.

The purpose of action research is to provide educational practitioners with new knowledge and resolve significant problems in classroom and school (Stringer,2008). It means that the participants in action research are hoped to get more knowledge and understanding about a certain subject so that they will be able to solve the problem.

Before starting the procedure, the pre test was given to the students of class $VIII_4$ before cycle 1 in order to know the students' ability in comprehending the narrative texts before they had been taught through CSR. The steps of implementing the approach were drawn as follows:

There are steps to apply CSR by using narrative text:

1. The teacher introduces to the students about Collaborative Strategic Reading
2. The teacher divides students into 8 groups (5 students each group)

Before reading

• Preview
3. Brainstorm: What is already known about the topic (background knowledge).
4. Predict: What might be learnt from reading the passage : clues from tittle, subheadings, picture etc.

During Reading

• Click and Clunk

(To check on comprehension breakdown) "Clicks" refer to parts of the text that are understood. And "Clunks" refer to parts of the text where it was necessary to stop because the text was hard to understand.

5. Identifying the difficult or unknown words in the text.
6. Guiding the students to use context clues strategy to overcome their clucks
7. Sharing in group to determine the best meaning of the words

After Reading

• Get the gist

8. Students summarise or re-state the main idea in their own words. Providing three alternative summary sentences to choose from allows them to decide which best represents the main idea.
9. Sharing in group to find the best main idea of paragraph.

• Wrap up

10. Ask questions which would confirm that the most important information is understood. And Review what was learnt.

During the teaching process, the observer observed the students' and teacher's activities using observation sheet. Both writer and observer analyzed the activity in cycle 1 through the observation sheets and field notes. After conducting three meetings in the first cycle, the researcher gave post test 1 to the students in order to know the improvement in students' reading comprehension in narative text after Collaborative Strategic Reading (CSR). It was multiple choices test and consisted of 40 questions. It was done to know the students' reading comprehension. After evaluating the students' answer and computing the students' scores, the writer calculated their percentage in order to know their reading comprehension.

The writer decided to continue to the cycle 2 because the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. The writer revised some activities for the next cycle to made it

works better. The writer still applied Collaborative Strategic Reading (CSR) in teaching reading as previous but on different type of narrative texts, gave a clearly explanation and description about their procedures, explained about procedure of CSR, guided and motivated students to participate actively in group discussion and gave students more time to discuss and do exercises.

The last stage in a cycle was a reflection. In this session, the writer and collaborator analyzed the changed which happened with the students in the class and the teacher after all of the action in the research. They discussed about its causes, the process and to what extent Collaborative Strategic Reading (CSR) in narative text could improve students' reading comprehension. The reflection is based on the test given in the end of the teaching and learning process and observations done during the lessons. But, if the problem of the students cannot be solved the research will be continued to the next cycle. Based on the analyzing data, the writer also could find the weakness of the previous cycle and she could make some revision for the next cycle in order to make it success.

RESULT AND DISCUSSION

Based on the students score in reading comprehension of narative text, here is the table of the classification of the students' ability in the pre-test, post test 1 and post test 2:

Table1. The Classification of Students' Ability in Comprehending Reading Texts in Pre-test, Post-test Cycle 1 and Post test Cycle II

Rank	Category	Pre-test	Percentage	Post-test 1	Percentage	Post-test II	Percentage
80-100	Good to Excellent	1	2.5%	7	17.5%	13	32.3%
60-79	Average to Good	18	45%	30	75%	27	67.5%
50-59	Poor to Average	12	30%	3	7.5%	-	-
0 – 49	Poor	9	22. 5%	-	-	-	-
Total		**40**	**100%**	**40**	**100%**	**40**	

From the data above, in pre-test, there was only 1 student achieved level of 'Good to Excellent' (2, 5%). In Post Test 1, it increased up to 7 students (17, 5%), so did in Post test 2, up to 13 students (32, 3%). Then, for level of 'Average to Good', there were 18 students (45%) in Pre-Test who achieved it, then it increased into 30 students (75%) in Post-Test 1 and there were 13 students (32, 3%) did in Post test 2. For the level of 'Poor to Average', there were 12 students (30%) of the students reached it in the Pre-Test, then the number was decrease into 7, 5% where only 3 students who still considered as Poor to Average in Post-Test 1. Moreover, it decreased totally in Post-Test 2 into 0%. In the level of 'Poor', there were 9 students (22, 5%) in this level in Pre-Test, but in Post-Test 1 it decreased totally became 0% of students in post-test 1 and 2.

Based on the data presented above, the mean score of the students before the strategy applied was **57.6** then the mean score after teaching by using Question answer relationship was **68. 6.** After that the score increased on the post test two, where the mean score of the test **79.7.**

The improvement of students also can be seen from the observation sheet students' result. At the first meeting there was 52.5% of the students did the activities in the teaching and learning process. At the second meeting, there was 54.7% of the students did the activities in the teaching and learning process. At the third meeting, there was 68.8% of the students did the activities in the teaching and learning process At the fourth meeting there was 69.4% of the students did the activities in the teaching and learning process. At the fifth meeting there was 74.7% of students did the activities in the teaching and learning process. At the sixth meeting there was 80% of students did the activities in the teaching and learning process. The data shows that the number of students involved in the learning process from meeting to meeting increasing.

From the data presented above, the writer has answered the questions of this study which is: Is there any improvement in students' reading comprehension after Collaborative Strategic Reading (CSR) being applied of narrative text by the

second year students at SMPN 3 Pekanbaru? Yes it is. The writer assumed that was successful in applying Collaborative Strategic Reading (CSR) to improve Students reading comprehension at SMPN 3 Pekanbaru. It can be seen from the average score of post test II 79, 7 was bigger than the minimum criteria of successful action 75 and the average score of Pre- test 57, 6.

After implementing all steps of using Collaborative Strategic Reading (CSR) to improve Students reading comprehension at SMPN 3 Pekanbaru, the writer found some strengths and weaknesses during the process. The strengths were as listed below:

1. The students were very interested in learning reading by using Collaborative Strategic Reading (CSR) because they were no longer bored in facing reading texts because of the CSR's applying and they could solve their problems in comprehending the reading texts.

2. This strategy could help the students in solving their problems by discussing with their friends and teacher. Besides that, they also could make social interaction among them.

3. The students seemed to be active in reading comprehension the text.

4. The students have a big chance to share the ideas about the text that they discussed in group.

5. The students become familiar with Preview (Brainstorm and Predict), Click and Clunk (Identify difficult words), Get the Gist (Make Summaries), War up (Ask question/Confirm the most important information).

However, the writer also found some weaknesses as in the following:

1. In the first meeting, the students got difficulty to apply the strategy because it was new for them and the students could not understand the procedures of Collaborative Strategic Reading (CSR).

2. The classroom becomes so noisy because students always have discussion with their friend.

CONCLUSIONS

Having all the data calculation of the research about the contribution of Collaborative Strategic Reading (CSR) to improve reading comprehension in narrative text to the second year students at SMPN 3 Pekanbaru, the writer found out that there was a difference in the achievement between the students' score in pre-test and post-test. In the pre-test, the mean score is 57, 6 but after the students having the treatment, it was found the mean score in the post-test was higher than the mean score of pre-test.

Based on the result of research finding, it can be concluded that:

1. After conducting treatment using CSR, the second year students' reading comprehension was improved. It can be seen from the result of pre-test and post-test in the first cycle and second cycle.
2. CSR gives positive contributions and better outcomes to improve students reading comprehension.
3. Teaching method influence the students in learning process and the use of CSR makes the students challenge to be involved in a discussion actively.

SUGGESTION

Related to the result of the research at the end of writing, the writer wants to offer some suggestion as follows:

1. The teacher can use of CSR to improve students reading comprehension made teaching reading more enjoyable. Furthermore, students become to be active in learning process and familiar with the strategies.
2. The teacher should be able to found out interesting topic. By using this strategy the students become more active in learning reading process.
3. The teacher should use the high frequency word in explaining both the procedure and the material so the students will understand.

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