IMPROVING STUDENTS’ READING COMPREHENSION ON NARRATIVE TEXTS USING COLLABORATIVE STRATEGIC READING (CSR)

(A Classroom Action Research at Eighth Grade Of SMP N 23 Surakarta in 2015/2016 Academic Year)

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ABSTRACT

The objectives of this research are as follows: 1) to know whether or not Collaborative Strategic Reading (CSR) improve the students’ reading comprehension, 2) to know how far the improvement of reading comprehension using (CSR) Collaborative Strategic Reading. The researcher conducted a classroom action research at the eighth grade students of SMP N 23 Surakarta from April to May 2016. This research was conducted in class VIII A which contains 32 students, including 18 males and 14 females. It consisted of 2 cycles. Each cycle consisted of three meetings which was 80 minutes for each meeting. The result of this research showed that Collaborative Strategic reading (CSR) could improve students’ reading comprehension on narrative texts at eight grade of SMP N 23 Surakarta. The improvement can be seen from the result of the test. The mean score of pre-test was 71.31, post-test 1 was 77.94 and post-test 2 was 80.88. The mean score of post-test 1 and 2 was higher than the minimum score (KKM) in that school which is 75. It means that there is a significant improvement in the students’ ability in comprehending narrative text using CSR (Collaborative Strategic Reading). Besides, the students were also more active and fun in joining class activities. From the description above, it can be concluded that Collaborative Strategic reading (CSR) can improve students’ reading comprehension on narrative texts at the eight grade of SMP N 23 Surakarta and make the teaching learning process more fun.

Keywords: Collaborative Strategic reading (CSR), Classroom Action Research, Reading Comprehension.
INTRODUCTION

Reading is becoming an important need for students to gain knowledges from global information which is mostly used English. However, the important part of reading text is comprehending the meaning of the text itself. “Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Anderson, Hiebert, Scott, & Wilkinson, 1985; Jenkins, Larson, & Fleischer, 1983; O’Shea, Sindelar, & O’Shea, 1987) in (Klingner, 2007: 2).

In Indonesia, reading is deeply taught in junior high school. Furthermore, there are 5 text genres which have to to be comprehended, namely descriptive, narrative, recount, procedure, and report.

In SMP 23 Surakarta, the minimum score (KKM: Kriteria Ketuntasan Minimal) for English is 75. However, at least fifty percent students in class 8A got under 75. The students thought that learning English was quite difficult, especially in reading. Based on the interview with the students and the teacher, questionnaire, and also observation from the researcher, it was found that the students were still difficult to understand a reading text. It can be described in three main points. First, the students could not find main idea. Second, it was difficult for them to draw conclusion from a text. Third, they could not identify explicit and implicit meaning from a reading text. Those problems are based on lack of vocabulary. Meanwhile, the researcher also found some problems in the
class condition during the lesson. The problems were: 1) it was so noisy in the class, 2) the students’ concentration were easily distracted by other things around them, 3) they were also passive in joining class activities.

Those problems of the teaching learning process came from many factors, they were from teacher’s factors, students’ factors, and also school’s factors. From the teacher’s factors were 1) the teacher had low voice so that the students at the back couldn’t hear his voice well, 2) he also only sat down on his chair so that there was no body movement to attract the students, 3) moreover, the teacher just used translation method in class so that it didn’t improve the students’ competence. While from students factors were 1) there were more than thirty students in class 8A so that it was not conducive, 2) the students were bored with the class activities, 3) they also have lack of motivation in joining English class. Moreover, from the school’s factors were 1) there was no fan or AC in class 8A so that the students did not focus on the lesson when they felt hot, 2) there was no appropriate English laboratory, 3) there was no interesting English book that could interest students to improve their motivation in learning English.

One of good techniques for reading comprehension is Collaborative Strategic Reading (CSR) technique which was found and developed by Klinger & Vaughn (1987). According to Klingner, “Collaborative Strategic Reading (CSR) combines the essential reading comprehension strategies that have been demonstrated to be effective in improving students’ understanding of text with cooperative learning groups or paired.” (1998: 1-2). The concept of this strategy is
engaging students to work in small cooperative groups (3-5) and apply four reading strategies: Preview, Click & Clunk, Get the Gist and Wrap Up.

Based on the explanation above, the researcher was interested in implementing Collaborative Strategic Reading (CSR) to improve students’ reading comprehension on narrative texts at eighth grade of SMP N 23 Surakarta.

LITERATURE REVIEW

Collaborative Strategic Reading (CSR) is a reading strategy proposed by Klingner and Vaughn 1998. This technique combines the essential reading comprehension strategies that have been demonstrated to be effective in improving student’s understanding of text (Palincsar & Brown, 1984; Rosenshine & Meister, 1994) with cooperative learning groups or paired learning (Johnson & Johnson, 1989; Kagan, 1986) in Klingner at all (1998: 2).

In addition, according to Grabe (2009: 233), CSR is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and this approach has been used with both L1 and L2 students. Here, students are working in groups and taught to activate prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text.

Meanwhile, Johnson and Kagan in Klingner at all (2007: 139) stated that the development of CSR was influenced significantly by the approaches of reciprocal teaching and transactional strategies instruction. Initially, the teacher
presents the strategies to the whole class using modeling, role playing, and teacher think-alouds. After students have developed proficiency in using the strategies, the teacher then assigns the students to heterogeneous cooperative learning groups.

From the explanation above, it can be said that Collaborative Strategic Reading (CSR) is a combination between reading strategies and cooperative learning groups or paired learning. Here, the teacher’s role is to present the strategies to the whole class using modeling, role playing, and teacher think-louds and then divide the students to heterogeneous cooperative learning groups. Meanwhile, the students are taught to activate prior knowledge, make prediction, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text.

In addition, the idea of CSR is that cognitive development occurs when concepts first learned through social interaction become internalized and made one’s own. Therefore, CSR is aimed to improve reading comprehension and increase conceptual learning in ways that maximize students’ participation (Klingner et al. 2007: 142-143).

A. Strategies of Implementing Collaborative Strategic Reading (CSR)

According to Klingner et al. (1998: 2), CSR takes advantage of the growing knowledge among educators that youngsters need to be taught specific strategies to enhance their understanding of a text but should not be overwhelmed with so many strategies that they are unable to decide which
ones to use. Furthermore, there are four reading strategies taught within CSR. They are as follows:

1. Preview

   Students implement the “Preview” strategy before reading the day's text passage, by scanning the material and searching for clues. The purpose of the Preview strategy is to activate background knowledge and to generate informed predictions about the text to be read. The primary goals of previewing are to:
   a. Generate interest in the text
   b. Stimulate background knowledge and associations with the text
   c. Provide an opportunity to make informed predictions about what will be learned from reading the text
   d. Encourage active reading of the text

   The Preview strategy has two steps. The first of these is brainstorming. When students brainstorm, they think about and discuss what they have already learned about the topic, perhaps in previous lessons or from friends, relatives, or teachers, or maybe from reading or watching a television program about the topic. The second step is predicting. Predicting involves finding clues in the title, subheadings, pictures, and content of a passage that might suggest what the text will be about. Students are provided a very short time (two to three minutes) to preview the text passage. They then take five to seven minutes to write what they
already know about the subject and what they predict they will learn, and to discuss their previews.

2. Click and Clunk

Whereas previewing is a strategy used prior to reading, “Click and Clunk” is a self-monitoring strategy that is implemented during reading. The purposes of Click and Clunk are to teach students: (a) the metacognitive, or self-learning, skills to monitor their own comprehension; and (b) a method of figuring out the meanings of challenging words or concepts. When students are reading and everything “clicks,” they understand the content of what they are reading. They recognize material they know a lot about. On the other hand, students encounter “clunks” when their comprehension breaks down. Clunks are words or concepts that they don’t understand and need to know more about in order to comprehend what they are reading and learning. After reading a paragraph or section of the text, students stop reading momentarily to identify and figure out their clunks. Students learn to “declunk” words by seeking help from their peers and by using “fix-up” strategies. These fix-up strategies direct students to:

a. Reread the sentence with the clunk and look for key ideas to help them figure out the word. They think about what makes sense.

b. Read the sentences before and after the clunks to look for clues.

c. Look for a prefix or suffix that might help.

d. Break the word apart into smaller words that they know.
When no one in a CSR group can figure out what a clunk means, students are taught to ask the teacher. However, they are instructed to keep reading rather than waiting until the teacher can come to their assistance.

3. Get the Gist

The purpose of Get the Gist is to teach students to identify the most critical information in the paragraph or section of text they have just read, in other words, to determine the main idea. The “main idea” is frequently touted as an important reading comprehension skill, and while many teachers ask students to tell them the main idea, few actually teach the steps needed to do so. In CSR, students are taught first to name the most important “who” or “what” in the section of text they have just read and then to identify the most important information about the “who” or “what,” rephrasing the main idea in their own words. The intent is to assist students in providing the “gist” of a text in as few words as possible while also conveying the essential meaning and excluding unnecessary details.

4. Wrap Up

“Wrap Up,” like Preview, occurs only once during the strategic reading process, but, unlike Preview, it comes after reading the day’s selection. The purpose of Wrap Up is to teach students to identify the most significant ideas in the entire passage they’ve read and then to assist them with understanding and remembering what they’ve learned. Wrap Up includes two steps: (a) generating and answering questions about the passage, and (b) reviewing what was learned.
Students generate questions concerning what they have read by thinking about the important ideas in the passage and then forming the questions that a good teacher might ask students to see if they really understand the material. Students are encouraged to think of questions that might be asked on a test. They start their questions with “the five W’s and an H” (who, what, when, where, why, and how).

B. Role of Students in Collaborative Strategic Reading (CSR)

According to Klingner at all (2007: 146), “With CSR, students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates. With CSR everyone has a chance to try out all of the roles.” These roles may include:

1. Leader: Leads the group in the implementation of CSR by saying what to read next and what strategy to apply next; asks the teacher for assistance if necessary.

2. Clunk expert: Uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

3. Gist expert: Guides the group toward the development of a gist and determines that the gist contains the most important idea(s) but no unnecessary details.

4. Announcer: Calls on different group members to read or share an idea and makes sure that everyone participates and only one person talks at a time.

5. Encourager: Watches the group and gives feedback; looks for behaviors to praise; encourages all group members to participate in the discussion and
assist one another; evaluates how well the group has worked together and
gives suggestions for improvement.

6. Timekeeper: Lets group members know how much time they have to write
in their learning logs or complete a section of the text they are reading;
keeps track of time and reminds the group to stay focused (if necessary).

C. Role of Teacher in Collaborative Strategic Reading (CSR)

At the outset, the teacher provides explicit instruction to students to
teach the CSR reading comprehension strategies. As with reciprocal teaching,
the teacher first conveys the value in learning different comprehension
strategies, emphasizing that these strategies are what good readers use to help
them understand what they read, and that by learning the strategies, everyone
can become a better reader. The teacher also emphasizes that reading is
thinking. The teacher then uses a think aloud procedure to model how to use
the different strategies while reading a short passage. Again, as with
reciprocal teaching, students are exposed to all of the strategies on the first
day, so that they can get a sense of CSR-style strategic reading looks like.
The teacher then provides additional instruction in each strategy, teaching
students why, when, and how to apply each one (Klingner (2007: 144)).

In short, during the cooperative group activity, the teacher’s role is to
circulate among the groups, clarifying clunks, modeling strategy usage,
modeling cooperative learning techniques, redirecting students to remain on-
task, and providing assistance.
D. Role of Material in Collaborative Strategic Reading (CSR)

According to Klingner at all (2001) in (NCSET, 2002), there are six materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques. They are as follows:

1. Reading materials

When selecting reading materials for CSR, the following factors are recommended for consideration: (a) reading materials at students’ instructional level, which generally refers to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting (Texas Center for Reading and Language Arts, 2000).

2. Clunk cards

Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense, (b) reread the sentences before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.

3. Cue cards

Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role.
Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role (see Figure 1 for a sample cue card for a CSR leader).

4. Learning log

CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students.

5. Timer (optional)

Timers that students set by themselves can help groups to remain on task.

6. Score card (optional)

The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

METHODOLOGY

Participants

The research was conducted at SMP N 23 Surakarta, which is located on Jl. Kapten Adi Sumarmo, Banyuanyar, Surakarta. The subject of the research was the eighth grade students class A consisting of 32 students. It involved 18 males and 14 females.

Method

The type of this research was classroom action research (CAR). The research was conducted in 2 cycles involved 7 meetings. According to While
McNiff and Whitehead (2006: 7), “action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. They ask, ‘What am I doing? What do I need to improve? How do I improve it?’ Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others. These accounts come to stand as their own practical theories of practice, from which others can learn if they wish.”

While according to Dick in Costello (2003: 4), “action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time.”

Moreover, Burns (2010: 2) stated that “the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice”.

From the explanation above, it can be said that action research is an enquiry flexible spiral process which allows action and research. Action means that the practitioners make changing and improvement of problem in practice. While research means that the practitioners can understand the problem itself. Those process are achieved at the same time to get better result.

**Data Collection and Analysis**

In this research, the researcher used test to measure how far the students’ reading comprehension by using multiple choice test. The test consisted of 50 multiple choice questions from 7 to 8 narrative texts. The tests were given in three sections namely pre-test, post-test 1, and post-test 2. The pre-test was conducted before the action in order to find out the students’ reading comprehension ability.
Before the action. While post-test was conducted in order to find out the improvement the students’ reading comprehension after being given the treatments.

Before conducting the research, the researcher did an observation in class 8A. The observation was used to know the activities during the teaching and learning process, such as how the teacher carried out the material, what the teacher did to manage the classroom and the students’ response. Therefore, the researcher knew the problems and the class condition in that class. According to Burns (1999: 80), “Observation is a mainstay of action research. It enables to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think occur”.

After observing the class, the researcher interviewed the teacher and five students to get the data for further research. The researcher made a list of questions before interviewing the respondents. This activity was done to know about the students’ difficulties during the English lesson and their achievement. According to Hopkinds (2008: 110), “Interviewing in classroom research can take four forms: it can occur between teacher and pupil, observer and pupil, pupil and pupil and, occasionally, teacher and observer”.

Besides interview, the researcher also used questionnaire to get the data. It was done before and after research. Questionnaire given before the research was aimed to know the students’ problem. And questionnaire given after the research was aimed to know the progress of the learning process. The questionnaire contained questions related to students’ reading comprehension capability and
their interest in learning English. According to Wilson and McLean in Cohen at all (2000: 245), “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze”.

After finishing the research, the researcher collected and analysed the data. In this research, the researcher used two kinds of techniques. They were qualitative and quantitative data.

RESULT AND DISCUSSION

From the result of observation, interview and questionnaire, the researcher found some problems. It can be described in three main points. First, the students could not find main idea. Second, it was difficult for them to draw conclusion from a text. Third, they could not identify explicit and implicit meaning from a reading text. Those problems were based on lack of vocabulary.

Meanwhile, the researcher also found some problems in the class condition during the lesson. The problems were: 1) it was so noisy in the class, 2) the students’ concentration were easily distracted by other things around them, 3) they were also passive in joining class activities.

Those problems of the teaching learning process came from many factors, they were from teacher’s factors, students’ factors, and also school’s factors. From the teacher’s factors were 1) the teacher had low voice so that the students at the back couldn’t hear his voice well, 2) he also only sat down on his chair so that there was no body movement to attract the students, 3) moreover, the
teacher just used translation method in class so that it didn’t improve the students’ competence. While from students factors were 1) there were more than thirty students in class 8A so that it was not conducive, 2) the students were bored with the class activities, 3) they also had lack of motivation in joining English class. Moreover, from the school’s factors were 1) there was no fan or AC in class 8A so that the students did not focus on the lesson when they felt hot, 2) there was no appropriate English laboratory, 3) there was no interesting English book that could interest students to improve their motivation in learning English.

Collaborative strategic Reading (CSR) offered a strategy that could help the students to understand a reading text easier and also more fun than translation method. Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn (1987). According to Klingner, “Collaborative Strategic Reading (CSR) combines the essential reading comprehension strategies that have been demonstrated to be effective in improving students’ understanding of text with cooperative learning groups or paired” (1998: 1-2).

Using Collaborative strategic Reading (CSR) helped the students to understand a reading text and also made them fun in joining class activities because they worked in a group discussion. The students’ motivation was also increased. They were more active in joining group discussion and also paid more attention to the teacher’s explanation. It was happened because they enjoyed the class activities. It was proved by the result of the students’ test. In every test, their mean score was improved significantly. The mean score of pre-test is 71.31, post-
test 1 is 77.94 and post-test 2 is 80.88. It can be said that there were improvement on the students’ ability in comprehending a reading text.

Although the students’ score was improved significantly, there were some obstacles happened during the research. In cycle 1, the researcher found some strength and the weaknesses during the lesson. She found that the students enjoyed the lesson but some indicators of reading comprehension were not achieved yet, such as finding main idea and implicit information. Therefore, the researcher decided to conduct the next cycle to reach the goal of the research. For the next cycle, the researcher revised the plan. In cycle two, the researcher planned two meetings as the first cycle. In cycle 2, the researcher made a new strategy in lesson plan. There must be a new strategy to make the students easier in finding main idea and implicit information. The researcher gave them some tricks to cover that problems. Besides, the researcher also encourage them more in joining group discussion so that all of the members of the group would work cooperatively. Moreover, the researcher also gave deep explanation in applying CSR so that the students would do this strategy well and get the maximum result by applying this strategy. The researcher would focus on how to get the meaning of difficult words in a text.

The mean score of post-test 2 was improved. The students’ mean score in cycle 2 was 80.88. The students looked enthusiastic in joining the class. They were also more active in a group discussion

Based on the discussion above, it can be concluded that the students’ reading comprehension on narrative texts was improved by using CSR
(Collaborative Strategic Reading). Not only the students were more capable in comprehending a text but also they were more enthusiastic in joining class activities.

**CONCLUSION**

Based on the discussion of the research which aims to improve students’ reading comprehension on narrative text using CSR (Collaborative Strategic Reading), the researcher draws conclusions as follows:

1. CSR (Collaborative Strategic Reading) can improve students’ reading comprehension on narrative text at eight grade of SMP N 23 Surakarta in 2015/2016 academic year. It can be seen on the improvement of the mean score of the test. The mean score of pre-test is 71.31, post-test 1 is 77.94 and post-test 2 is 80.88. The mean score of post-test 1 and 2 is higher that the minimum score (KKM) in that school which is 75. It means that there is a significant improvement in the students’ ability in comprehending narrative text using CSR (Collaborative Strategic Reading).

2. The use of CSR in improving the students’ reading comprehension on narrative text improved the students’ condition in joining the lesson and also in understanding narrative text. It can be seen from the students who got more active in joining class activities, for example like group discussion. They enjoyed working in a group which make them more confident than working individually. They discussed the text given by the researcher seriously. Even the member of the group motivated each other to do the task since the
researcher also held a competition in the last session of the lesson to build their motivation. Moreover, the students also focused more on how to apply CSR which helped them to understand a reading text, especially narrative text.

**REFERENCES**


