

THE USE OF COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING READING COMPREHENSION

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Abstract

The objectives of the study are to find out the the implementation of teaching reading comprehension and the students' difficulties toward CSR strategy in learning. In this study, the researcher used descriptive qualitative design to obtain the comprehension by using CSR strategy. The data were obtained from several sources including, the researcher herself, field note and a set of questionnaire. The subject was X-MIPA 1 students and the teacher indeed of SMA Senopati Sidoarjo. The findings showed that the CSR strategy was useful for the students to help them comprehending the narrative text, because the students were more active, the answer duty in worksheet of the group and answer in questionnaire were very good and there was progress in learning, so CSR strategy was not only useful for understanding the text but also helpful for the students to be more active in the classroom especially in their group. The practical of CSR strategy had been done well in all of its steps without any obstacles from questionnaire, the researcher found that there were two kinds of difficulties faced by the students. First, they could not find the meaning of certain words because they could not consult the dictionary. Second, they could not arrange good sentences because of lack of tenses mastery. The researcher concludes that the teacher should use many varied strategies to teach reading comprehension, so it can make the students enjoy, active, and interactive in learning process.

Keywords: Collaborative Strategic Reading Strategy, Teaching, Reading Comprehension

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penerapan pemahaman membaca pengajaran kepada siswa dan kesulitan siswa terhadap strategi CSR dalam pembelajaran membaca pemahaman. Dalam penelitian ini, peneliti menggunakan desain deskriptif kualitatif untuk mendapatkan pemahaman dengan menggunakan membaca strategi kolaboratif. Data diperoleh dari beberapa sumber termasuk, peneliti sendiri, catatan lapangan dan satu set kuesioner. Subjek penelitian adalah siswa X-MIPA 1 dan guru SMA Negeri Senopati Sidoarjo. Temuan menunjukkan bahwa strategi CSR berguna bagi siswa untuk membantu mereka memahami teks narasi, karena siswa lebih aktif, tugas jawaban dalam lembar kerja kelompok dan jawaban dalam kuesioner sangat baik dan ada kemajuan dalam pembelajaran, jadi Strategi CSR tidak hanya berguna untuk memahami teks tetapi juga membantu bagi siswa untuk lebih aktif di kelas terutama di kelompok mereka. Praktik strategi CSR telah dilakukan dengan baik di semua langkahnya tanpa hambatan dari kuesioner, peneliti menemukan bahwa ada dua jenis kesulitan yang dihadapi oleh siswa. Pertama, mereka tidak dapat menemukan arti kata-kata tertentu karena mereka tidak dapat berkonsultasi dengan kamus. Kedua, mereka tidak bisa menyusun kalimat yang baik karena kurangnya penguasaan tenses. Peneliti menyimpulkan bahwa guru harus menggunakan berbagai macam strategi untuk mengajar pemahaman bacaan, sehingga dapat membuat siswa menikmati, aktif, dan interaktif dalam proses belajar.

Kata kunci: Strategi CSR, Pengajaran, Pemahaman membaca

Introduction

English is not our mother language, but English included in international language that is widely studied by various groups in every country in the world, from the young to adult. English has important position in every aspect of life, it is not only in education but also in business, social, tourism, etc.

In Indonesia, English is considered as the first foreign language. There are four skills that should be mastered by the English learners, they are listening, speaking, reading, and writing. In teaching reading, there is a reading text that should be understood or called reading comprehension. Reading comprehension becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill and reading comprehension

Moreover, Klingner, Vaughn and Broadman (2007:8) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

Reading skill is important for the students, the teacher's creativity is needed to select the appropriate strategy in teaching reading comprehension. The teacher must make the class be enjoyable and build students' interest and motivation in learning reading comprehension. So that, an English teacher should be creative in selecting strategy to teach reading comprehension. One of the alternative strategies used to teach reading comprehension is CSR (Collaborative Strategic Reading).

CSR is the comprehension strategy which combine modification of reciprocal teaching Palincsar & Brown, (1984) and cooperative learning strategy Johnson & Johnson, (1987:2). 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. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn.

In teaching reading comprehension by using CSR strategy, the teacher give reading text to all of the students in a group, and the group work the role of the CSR strategy. There

are some steps in CSR strategy, they are preview, click and clunk, get the gist and wrap up. Beside that, a group has some jobs for specific person. They are as a leader, clunk expert, gist expert and announcer. So CSR strategy is helpful for teacher in teaching reading comprehension because the students are more active than the teacher and the students can understand about the text by CSR strategy.

In this reasearch, CSR strategy will be applied in teaching reading comprehension it can help students comprehend of the text. Therefore, the researcher entitled "*The Use of Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension to The Tenth Grade Students at SMA Senopati Sidoarjo*" will be conducted.

Methodology

A method is one important element in this research. Referring to the research of the problem and objective in the first chapter, the researcher used descriptive qualitative design to obtain the information concerning to the student's comprehension ability of the reading comprehension by using collaborative strategic reading.

The researcher used qualitative, because the researcher explained the cases using words, sentence or phrases to represent the data that are going to be analyzed to make general conclusion for this study. Crookes and Davies (1998:119) that in qualitative research, phenomena are investigated in detail, providing a considerable amount of rich data from a relatively small number of people.

The researcher chose the students and the teacher of tenth grade at SMA Senopati Sidoarjo in academic year 2017/2018 as the subject of the study. The researcher only chose one class, that is class of X MIPA 1. In this study, the researcher used three instruments. They were the researcher, field note and set of questionnaire. The researcher chose these instruments to answer the question in the statements of the problem.

Result of Research

In the finding the researcher described the implementation of Collaborative Strategic Reading (CSR) Strategy in teaching reading comprehension and students' difficulties in learning reading comprehension when CSR Strategy applied in the X-MIPA 1 of SMA Senopati Sidoarjo during observation in the classroom.

The meeting was conducted on 21st of March 2018. The time was 2 x 40 minutes. It began at 07.00 A.M. finished at 08.20 A.M. The teacher was ready to expalain about narrative

text. It was conducting in X MIPA 1 which consisted of 30 students, it consists of 14 male's students and 16 female's students.

The teacher started by greeting to the students after that checked students' attendance. Then the teacher reviewed the last material about recount text that students got in the last meeting. Then started the lesson by asking about the new lesson that was about narrative text. The teacher asked about something that related to narrative text then the teacher explained narrative text until the students really understood about narrative text.

After that the teacher explained to her students about the definition of narrative text, the generic structure of narrative text and the language feature on narrative text. Then the teacher started to explain about the strategy in teaching reading comprehension especially CSR Strategy. The teacher showed the text of narrative text entitled "Pinokio".

The teacher asked the students to make a group of four or five, because in the class there were twenty eight students so that the teacher can make six groups. The teacher asked the students to count number one until six to choose the group. After counting number, the teacher asked to the students to look for who has the same number and prepare the table become shape of circle.

Then the teacher explained the role of each members in a group. The role are leader, clunk expert, gist expert and the last is announcer. If one group has 5 members, so the only one help all of the job who gets problem. After choosing the role, the teacher explained the job of each role. And then the teacher asked the leader to come in front of the class to take the text entitled "Pinokio" and worksheet of the group. The teacher just give twenty five minutes to do they duty in worksheet of the group. And then all of the group do their duty and they discuss each other.

The students did their duty of reading comprehension with CSR strategy. During all of the group did their duty the teacher observed each group in the class. The teacher answered many questions from the students who has problem. During all of the group did their duty the teacher observed each group in the class. The teacher answered many questions from the students who has problem, so all of the groups did not confused when they did they duty.

At the end of the lesson, the teacher reviewed by asking what has been learned today, then solve many unfinished problems like clunks, and other problems. The students said that the text was easy because they did it together, when they got difficulties step they could shared and reached the problem together. Finally the teacher gave them motivation and

support to study more and more about English. Because without study we can not know about everything especially English lesson.

To describe students' difficulties in reading comprehension by using CSR Strategy on narrative text, the researcher gave a set of questionnaire to the students. a set of questionnaire consist of questions about what are the difficulties by using CSR Strategy in learning reading comprehension when the students got the questionnaire they answer directly.

Most of them felt difficult when look for the meaning of clunk "difficult word" because most of them seldom learn about the new vocabulary, especially in English lesson moreover without look in dictionary just based on fix-up strategies. Students felt difficult when make question answer in step of wrapping up. the students felt difficult to arrange word by word become good sentence of question. Because the students seldom try to make sentence by using English so that they felt difficult.

Although the students felt difficult with click clunk and wrapping up but they still fill enthusiastic and happy because they can share about their difficulties with their own group so the group solved together with fix-up strategies. And all of the members can present thier opinion that they want to answer.

The researcher felt so excited in this situation because she never imagined before that the students were so enthusiast and very happy although they got difficulty in several steps. The students enjoyed the lesson especially study with CSR Strategy, it proves that students were active in group work. Their duty on narrative text were good. All of the group had different types. They can do CSR Strategy by using their own opinion.

Based of the result of a set of questionnaire above could prove that the selection of strategy to teach reading comprehension was needed. The CSR Strategy was useful for the students to help them comprehending the narrative text, because the students were more active, the answer duty in worksheet of the group and answer in questionnaire were very good and there were progrees in learning so CSR Strategy was not only useful about understanding the text but also helped the students more active in the classroom especially in their group.

Discussion

Based on the background of the study in chapter one that the factor should be mastered by students in reading process is comprehension, so the researcher taught the best strategy to help the students' problem in reading narrative text. In this research, the researcher

applied CSR Strategy. This strategy enables the students work in group to develop their mind about the text, and share they idea to solve the problem in teaching learning process.

Based on the reason elaborated, the researcher use CSR (Collaborative Strategic Reading) Strategy in teaching reading comprehension for the tenth grade students at SMA Senopati Sidoarjo. The strategy was not only made students easier to comprehend the text, but also made the students active in the class. The students who usually passive in the class, they can active join and interact with their friend in their group to solve the problem together.

The researcher had observed the teaching learning process from begining until the last session in the class. Based on the observation in the classroom, the strategy was understandable and applicable to the students. The strategy aslo can help the students to develop their mind and their idea in reading activity.

In fact, CSR Strategy could help student mastery in reading comprehension on narrative text, when the teacher gave the text to the students and asks them to read the text, they were able to understand the content of the text, the main idea in each paragraph from the text, the clunk or difficult word of the text, make summary, and make good question answer. The strategy is also useful for study group, because they can share the problem and solve with they group together.

It is line with the theory provided by Palincsar & Brown, (1984) that CSR is the comprehension strategy which combine modification of reciprocal teaching and cooperative learning strategy Johnson & Johnson, (1987:2). 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. Preview allows students to generate interest and activate background knowledge in order to predict what they will learn.

Based on the explanation above, the CSR Strategy is useful for the students in reading comprehension on narrative text where their idea, their mind can develop with the group so that make understand the content of the text. The findings of the study proved the theory about CSR proposed by Klinger and Vaughn saying that the CSR strategy is useful in teaching reading comprehension on narrative text.

Then, based on the statement of the problem in chapter one. How was the students' difficulties in learning reading comprehension on narrative text when CSR Strategy was applied, the researcher gave the students a set of questionnaire about what are their difficulties with CSR strategy in learning reading comprehension on narrative text.

It is line with the theory provided by Klingner & Vaughn, (1999) state that Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading difficulties. It can assume that Collaborative Strategic Reading (CSR) is very enthusiastic as an instructional approach for multilevel classroom and have been implementing it for a year or more. It can be a good design in stages to make teaching reading more effective and efficient to encourage students' interest fun and at the same time beneficial by cooperative study between co-learners has knowledge. It could help students get the most of their English.

All of the students in X-MIPA 1 had comprehended the narrative text well. And the students were enthusiastic and active when they worked in group, because when they got difficult word, they can asked and shared to their group, and when their group, because when they got difficult word, they can asked and shared to their group, and when their group did not understand the word, the group solved together with analyze based on fix-up strategies, because may not use dictionary in this strategy. And when they can not make question they can asked and share with their group so the group can analyze together how to make a good question and the answer.

The students were enjoying the reading activity, it proved the students were active in group work. Their duty were good, they used collaboration to develop their mind and their idea. All of the group could do the duty wess and using their mind and their idea so each group had different result.

Based on result of the questionnaire above could prove that the selecting strategy to teach reading comprehension was needed. And CSR Strategy was useful for students to help them comprehending the narrative text, because the students were more active, and the teacher can asked and shared their difficulties with their group so can analyze together when the learning process.

The study about CSR strategy has been conducted by Astianti Anita Listia. This study was about Improving the Eighth Year Student's Reading Comprehension of Narrative Text by Using Collaborative Strategic Reading (CSR) at MTsN Aryojeding Tulungagung. The result of the teaching reading comprehension at MTsN Aryojeding , Rejotangan Tulungagung especially 8th years grade did not anymore reach the passing grade (75) and classical mastery (75%) officially stated by school.

The study has similarity and difference to the present study. The similarity is both used about Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension.

The difference is the present study that conducted by (Astianti Anita Listia, 2012) is to know the improving of CSR strategy on reading comprehension, so that used quantitative method. And in this research, the researcher just describes how the implementation CSR strategy in teaching reading comprehension, so that will use descriptive qualitative method.

The difference is the object of the study. Astianti Anita Listia's thesis used the eighth grade students of Junior High School as the object of the research, but the researcher will take the tenth grade students of Senior High School as the object of the research.

Conclusion

When the implementation of CSR Strategy in teaching reading comprehension the teacher explained the role of each members in a group. The role are leader, clunk expert, gist expert and the last is announcer. After choosing the role, the teacher explained the job of each role. Then the teacher mentioned all of the steps in CSR Strategy, they are previewing, click and clunk, getting the gist and wrapping up. And then the teacher explained them. After explaining the role and the steps the students practiced CSR Strategy in their duty. The practical of CSR Strategy has been done well in all of its steps without any obstacles.

In this research, the researcher also used a set of questionnaire to describe the students' difficulties toward CSR strategy in learning Reading Comprehension. Based on the result of the questionnaire, it is found that there were two kinds of difficulties faced by the students. First, they could not find the meaning of certain words because they could not consult the dictionary. Second, they could not arrange good sentences because of lack of tenses mastery. But they can share their difficulties with their group so that they can answer with good answer. And in other role they felt so easy. It proved the students had comprehended the text well.

Suggestion

Based on the data interpretation and previous conclusion, the researcher has some suggestions to the teacher, the students and other researcher. The researcher constructs her suggestion as follows :

1. The English teachers have to be creative and innovative in teaching learning process especially in teaching reading comprehension. It mean that the teacher should use many variations strategy to teach reading comprehension, it can make the students enjoy, active, and interactive in learning process. CSR Strategy can applied in teaching reading comprehension because this strategy can help the students to comprehending the text with their idea after they read all of the text and finding the main point each paragraph, look for the difficult word, make question answer of the text.
2. The strategy was not only made students esier to comprehend the text, but aslo made the students active in the class. The students who usually passive in the class they can active join and interact with their friends in their group to solve the problem together.
3. The researcher would like to invite next researcher who conduct the similiar research to make improvement on this reasearch, such as using the same strategy but different type of the text, or different subject. The next researcher can measure the the effectiveness fo implementation CSR Strategy in teaching reading comprehension, so it will use the quantitive method in the next reasearch.

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