

Collaborative Strategic Reading to Improve Students' Reading Comprehension

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ABSTRACT

This research aimed to improve students' reading comprehension by using Collaborative Strategic Reading. The subject of this research was the students of the third semester in English Education major at STKIP PGRI Bandar Lampung. It consisted of 20 students. This research used Classroom Action Research (CAR) which was consisted of 2 cycles. In collecting the data, the researchers used test and non-test. The tests used in this research were formative and summative test. Meanwhile in non-test, the researchers used observation sheet and field note. In analyzing the data, the researchers used quantitative and qualitative method. The findings of the research showed that Collaborative Strategic Reading successful to improve the students' learning activity and the students' reading comprehension. The average score of students' learning activity was increased from the cycle 1 was 6.64 while in the second cycle was 7.92, from less active to active criteria. Then it was found that the average score in cycle 1 was 60 and in cycle 2 was 80. Therefore, the implementation of Collaborative Strategic Reading was successful to be applied in improving the students' learning activity and reading comprehension at the third semester of English education students at STKIP PGRI Bandar Lampung in 2022/2023.

Keywords: *Collaborative Strategic Reading, Reading Comprehension, Teaching Learning Process*

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INTRODUCTION

Learning language has become very important from the past until now (Herlisya & Wiratno, 2022) because in this era globalization, people around the world need to communicate each other for their things. It can be about politics, economy, business, medical, education, culture, etc (Herlisya, Alfiawati & Dodo, 2020). English is made as the sole working language of association in 2009 (Kirkpatrick, 2014). As an instructional language on regional meeting, English becomes very vital. English is a communication tool that is densely used in ASEAN and has an important role. Even ASEAN has many languages to be spoken or to be used, English is undeniable. Realizing that English plays a large role in the progress of a country, many countries have set English as their second language so that they can be practiced in their daily lives. As a developing country, Indonesia is also aware that teaching English to the nation's successors is an obligation but in fact, English is still something that is difficult for students to master, even students who are studying and majoring in English itself.

As we know that, English has four skills to be mastered, those are writing, speaking, listening and reading. Writing and speaking are productive skill, meanwhile listening and reading are receptive skill. Many campuses apply a rule that before a student passes the thesis trial, the student must first pass the TOEFL test. In the TOEFL test, students will face English questions from at least two skills, listening and reading. The test measures the students' reading comprehension. Reading itself is an activity where we try to be able to understand and absorb information from the source text that we read. Reading is a necessary for language student to help them acquire language components in the simplest way. (Pratiwi, 2020). According to Putri, Ohoiwutun & Wahyudin (2015), "Reading is the most urgent activity in any language class, not only as a source of information and pleasurable activity, but also as a means of combining widening one's knowledge of the language". By reading, students will have the opportunity to study language components such as vocabulary, grammar, punctuation, and the way sentences, paragraph and text are created.

Reading is an important skill which is not easy to master (Kautsara, Jaya, & Herlisya, 2022). Comprehension is always hard. College students maybe understand words separately but link them together to get meaning often does not work as it should because it hasn't developed yet proper comprehension skills. Therefore, based on the results of the pre-study, problems were found with the facts that students in the 3rd semester do not know the strategies they can use to monitor their understanding than advanced students. Most of the students said that they found difficulties in understanding words which they are not familiar with. They could not elaborate the information from the text and they barely can answer the question. The students honestly said that they usually need a long time to find main idea and cannot answer the comprehension questions about the text, some of them also did not know where the information or answer comes from.

Based on the problems that occurred and have been described above, the researchers concluded that the students experienced various problems, namely:

- 1) The students faced difficulties to find main idea of the text given.
- 2) The students had difficulties to find specific information.
- 3) The students faced difficulty to answer comprehension question of text, especially if the information is stated implicitly.
- 4) The students had low proficiency of vocabulary used.

Because of these problems, the researchers agreed to conduct the research which focused on improving students' reading comprehension using Collaborative Strategic Reading. The researchers also presented the formulation of the problems, first, *can Collaborative Strategic Reading improve students' reading comprehension?* Second, *can Collaborative Strategic Reading improve students' activities in learning reading?*

This research has two objectives of the research. First, to know and to describe whether using Collaborative Strategic Reading improve students' reading comprehension. The last, to know and to describe whether using Collaborative Strategic Reading improve students' activities in learning reading.

Collaborative strategic reading is appropriate teaching techniques to hone students' reading skills, enrich vocabulary and learn to work together to achieve a goal. Based on Oktarina (2018) focusing on teaching strategies and promoting collaboration in teaching reading have been widely acknowledged to have impact on students' reading comprehension and participation. Bremer & Vaughn (2002) stated that CSR is a reading comprehension practice that combines two instructional elements: (a) modified

reciprocal teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987) or student pairing. The strategies in CSR are designed to teach students with diverse abilities comprehension strategies for use with expository text (Klingner, Vaughn, & Boardman, 2015). In CSR, teachers provide explicit instruction to students in metacognitive strategy use and then facilitate peer-mediated learning within mixed-ability cooperative learning groups (Klingner & Vaughn, 1998). When implemented CSR in the classroom, teacher was involved her/himself. Teacher needs to provide explicit instruction and modeling in four comprehension strategies: (a) preview, (b) click and clunk, (c) get the gist, and (d) wrap up. When introducing CSR to students, the teacher first models all the steps in whole group instruction. After students demonstrate competency in the strategies, they are asked to employ the strategies in small student groups. Cavendish and Hodnett (2017) explained that In CSR, the students have specific roles in the cooperative learning groups that are rotated across lessons. After students demonstrate the ability to apply the four strategies through teacher-led activities, they are taught the different roles they will perform while using CSR in the peer-mediated groups. Student roles in CSR groups can include:

- **Leader:** This student leads the group in the implementation of CSR by identifying the order of text to be read and which strategy to apply. The leader may ask the teacher for assistance, if necessary.
- **Clunk expert:** This student uses “clunk cards” to remind the group of the steps to follow when trying to figure out a difficult word or concept. Each clunk card describes a fix-up strategy. Fix-up strategies include (a) use context clues: reread the sentence with the clunk and look for key concepts to figure out the word, (b) reread the sentences before and after the clunk to look for clues, (c) identify an affix in the word to help with comprehension, and (d) break the word apart to look for root words.
- **Reporter:** During the class wrap-up, this student reports to the class the main ideas (the gist) learned in the small groups.

Comprehension strategies in CSR (adapted from klingner & vaughn, 1998):

Preview the Text (Before Reading)

- Previewing the text activates prior knowledge, stimulates students' interest about the topic, and facilitates making predictions. During this step, students look at headings, key words, pictures, and charts. The teacher facilitates questions and predictions from students.

Click and Clunk (During Reading)

- In this step, students monitor their understanding of the text. Clicking and clunking is designed to teach students to be aware of when they understand the text, and when they do not understand. Students self-monitor their understanding (the “clicks”) as they are reading. When students find a word or concept that they find difficult to understand, it is a “clunk.” Students identify the clunks and then figure them out as a group using “fix-up strategies” such as partner retelling and determining meaning using affixes, roots, and vocabulary or sentence context clues.

Get the Gist (During Reading)

- Students identify the “who” or “what” of the text and the most important ideas. Students explain the main idea of pre-determined two- to four-paragraph portions of

text. Students share their “gist” statements in their own words within cooperative groups as a check for understanding.

Wrap Up (After Reading)

- There are two parts to Wrap Up. First, the students identify the important concepts from the text they read. Second, students develop different types of questions and answers about that information. With teacher scaffolding, students develop literal questions, within-text inference questions, and higher-order thinking questions regarding the author’s intent or purpose. Students then ask and answer the questions developed.

Bremer, Vaughn, Clapper (2002) stated that, “Collaborative Strategic Reading is an approach that works well in mixed-ability classrooms and helps students improve their reading comprehension”. CSR can be applied in a subject-area classroom, like science or social studies, to improve student comprehension of hortatory and expository text. It takes a little longer to teach the CSR strategies, but students can develop their skills so that they enable to better understand the material in their reading assignments. Another advantage is the development of skills related to working in groups. Almost 20 years of research has examined the effectiveness of CSR for students at risk for reading failure, as well as for average achieving students and ELL students (e.g., Beyers, Lembke, & Curs, 2013; Klingner, Vaughn, Hughes, & Arguelles, 1999). As early as 1998, Klingner and colleagues reported on the effectiveness of CSR, citing significant growth as measured by the Gates-MacGinitie reading comprehension scores (effect size = 0.34) for students receiving CSR compared with students in a control group (both intervention and control included students with LD and ELL students).

METHOD

This research used classroom action research to improve students’ reading comprehension through Collaborative Strategic Reading. The subject of the research was the English education students at the third semester of STKIP PGRI Bandar Lampung in 2022/2023. It consists of 20 students. Classroom action research is used to improve the learning process in the classroom. The ultimate goal of implementing classroom action research is to produce an improvement in the learning process (see Herlisya & Wiratno, 2022; Nissa et al., 2021; Nurchurifiani et al., 2021; Sagita, 2021). According to Kautsara, Jaya & Herlisya (2022) Classroom Action Research conducted by a teacher itself through self-reflection, with the purpose of improving students’ performance as a teacher so that students learning outcomes increase. The research was done by two cycles, in cycle I there are four meetings, as well as cycle II. The procedures are planning, action, observation and reflection (Taggart, 2013). In planning, the researchers arranged for doing something, like identified students’ problem in reading comprehension, then arranged steps of teaching plan and prepared for it. In action, it was a process when the plan was being done. In this step, researchers did the teaching and learning process by using Collaborative Strategic Reading (see Septia et al., 2022; Subarino, 2022). Observation was aimed to get the information of action. The researchers observed the development of students in learning activity in reading comprehension through observation sheet and field note. Reflection was the feedback process of all the activities. The instruments of the research are formative test, summative test, observation sheet and field note in each cycles. Quantitative data

analysis used to analyze data from instrument test. The result of data analysis is kind of quantitative data which is described in descriptive by calculating individual completeness and classical completeness. To count the score of students' learning completeness, the writer used the formula:

$$SS = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100$$

in which:

SS = Student's Score

To count the score of classical learning completeness, the writer used the formula:

$$CC = \frac{\text{number of passed students}}{\text{total of students}} \times 100$$

in which:

CC = Classical Completeness

The data in observation sheet will be analyzed by finding the total score and the mean score. The formula that used to analyze the data is:

$$\bar{x} = \frac{\sum x}{n} \quad (\text{Sudjana, 2005})$$

\bar{x} = mean score of students learning activities

$\sum x$ = sum of mean score of all students

n = total number of students

The data in the observation sheet will be analyzed to find the total score and the average score of each student, and the total score of each aspect of the learning activity and the mean score of the whole students. Then, it will be categorized based on the table below:

Result Criteria of Students' Learning Activities

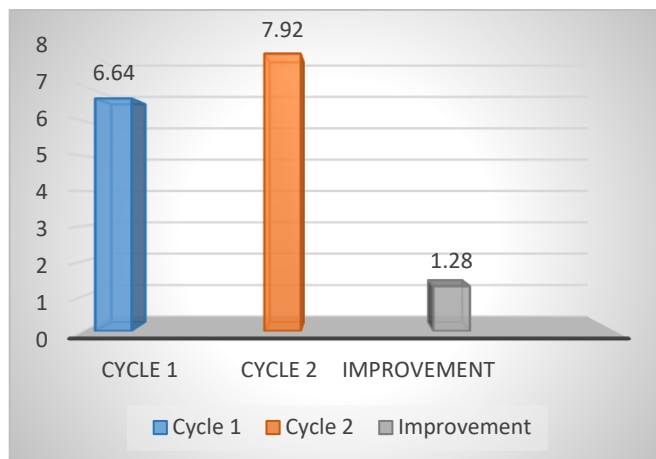
| No | Range of Score | Category |
|----|----------------|--------------|
| 1 | >80 | Very active |
| 2 | 7.50 - 7.99 | Active |
| 3 | 7.00 - 7.49 | Quite active |
| 4 | 6.00 - 6.99 | Less active |

Adapted from aqib, et al. (2011)

RESULT AND DISCUSSION

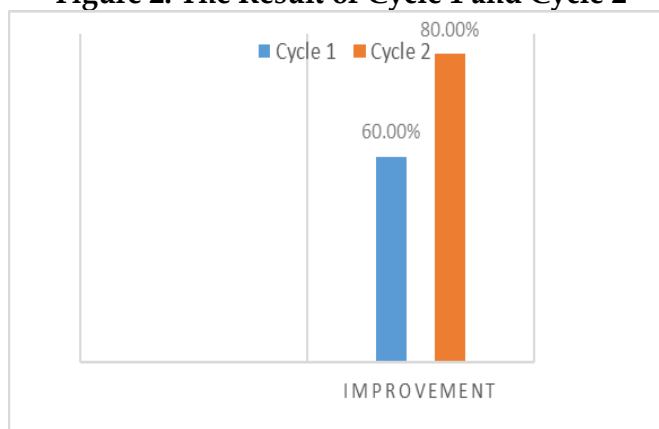
The following figure is described the learning activities at the third semester of English education students in STKIP PGRI Bandar Lampung:

Figure 1. The Improvement of Learning Activities in Cycle I and Cycle II



Based on the figure above, it showed that there was an improvement of the students' learning activities in reading comprehension from the first cycle to the second cycle. In the first cycle, the average score of the students' learning activities were 6.64 with the less active criteria, while the second cycle there was improvement of the students' learning activities were 7.92 with the active criteria. So that the improvement that was got from cycle 1 to cycle 2 was 1.28%. Therefore, there was significant improvement of the students' learning activity from the first to the second cycle by using Collaborative Strategic Reading. The specification improvement of students' reading comprehension in cycle 1 and cycle 2 can be seen on figure below:

Figure 2. The Result of Cycle 1 and Cycle 2



From the diagram above, the researchers concluded that there was an improvement of students' reading comprehension from cycle 1 to cycle 2. The students' reading comprehension in cycle 1 was obtained 60% while in cycle 2 was obtained 80%. It is clear that the use of Collaborative Strategic Reading can improve the students' reading comprehension.

Based on the data that had obtained from observation sheet, and test, the researchers found an improvement in learning process especially in Reading Comprehension by using Collaborative Strategic Reading. It is in line with a theory stated by Klingner, Vaughn, & Schumm (1996) that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement during learning process. CSR has also yielded positive outcomes for average and high achieving students. Other previous researchers added

that this strategy would build and explore readers' prior knowledge and promote the reading comprehension (Putri, Ohoiwutun, & Wahyudin, 2015).

CONCLUSION

Using Collaborative Strategic Reading (CSR) in teaching reading comprehension is a good first step. This strategy is a strong strategy which is able to develop students' reading comprehension. This is proven from the results of the hypothesis which states that Collaborative Strategic Reading (CSR) can improve students' reading comprehension and Collaborative Strategic Reading (CSR) can improve the students learning activity. As a result, students are able to understand the expository text, to find main ideas and make summaries that review the material, students can also enrich vocabulary. Besides, this strategy also has a positive influence in growing motivation and interest in the process of learning reading because students interact with each other. Therefore, it can be concluded that the use of Collaborative Strategic Reading is effective in teaching English reading to develop students' reading comprehension. This strategy also successfully enhances the students' knowledge.

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