IMPROVING STUDENT'S READING COMPREHENSION THROUGH COLLABORATIVE STRATEGIC READING

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ABSTRACT

This research is aimed to find out whether or not the implementation of Collaborative Strategic Reading (CSR) improves students' reading comprehension. CSR is reading strategy that employs four strategies namely Preview, Click and Clunk, Get the Gist and Wrap Up during students' learning activities. A class of accounting class in STIE Triatma Mulya is participated as the participant of the study. The required data were collected through the use of questionnaire, observation checklist, and reading test. The data from the questionnaire indicated that students had positive attitude toward the implementation of CSR. They feel that CSR improves their motivation in learning English and CSR brings more fun to the process of learning. Moreover, it was found from observation data that the students were actively participated during CSR implementation and they were motivated when comprehending a text by means CSR strategy. Finally, the study proved that CSR improved students' reading comprehension. Students' mean score of reading test in the beginning of the study was 50.6 meanwhile, after applying CSR as reading strategy, their mean scores improved to 67,80.2 and 88.7

Keywords: Collaborative Strategic Reading, Reading Comprehension, Action Research.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penerapan Collaborative Strategic Reading (CSR) meningkatkan pemahaman membaca siswa. CSR adalah sebuah strategi yang menggunakan empat langkah yaitu Preview, Click dan Clunk, Get the Gist dan Wrap Up selama kegiatan pembelajaran . Sebuah kelas akuntansi di STIE Triatma Mulya berpartisipasi sebagai peserta penelitian. Data yang diperlukan dikumpulkan melalui penggunaan kuesioner,observasi, dan tes membaca. Data dari kuesioner menunjukkan bahwa siswa memiliki sikap positif terhadap pelaksanaan CSR. Mereka merasa bahwa CSR meningkatkan motivasi mereka dalam belajar dan membawa lebih banyak kesenangan pada proses belajar. Selain itu, ditemukan dari data observasi bahwa siswa secara aktif berpartisipasi selama pelaksanaan CSR dan mereka termotivasi ketika memahami teks dengan cara strategi CSR. Akhirnya, penelitian membuktikan CSR yang meningkatkan pemahaman membaca siswa. Nilai rata-rata siswa yang membaca sebesar 50.6 di awal penelitian sementara itu, setelah menerapkan CSR sebagai strategi membaca, skor rata-rata mereka ditingkatkan menjadi 67,80.2 dan 88.7

Kata kunci: Collaborative Strategic Reading, Pemahaman Membaca, Penelitian Tindakan Kelas.

I. INTRODUCTION
1.1.Background of the Study

A language is a system for communicating our ideas and feelings weather it is using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning that used by a particular group of people. English is the global language which important to be mastered in this global era. That is why the quality in teaching English is very important to prepare the English Learners as a Foreign Language can be competitive as the human resource in their life. Actually, the condition which happens in class is the students feel afraid of English as one of their subject. It is because they feel that English is very difficult. So that, the student needs extra motivation in learn English. From that reason the motivation of student in learning English is very important. Students' motivation in learning English can be a good modal for enhancing the teachers' objectives in their class. Because of the importance of motivation, the teacher should be more creative in order to enhancing students' motivation in the class. To motivate the students, the teacher need to be a model and also as a facilitator. It is necessary to apply method in in teaching English. In English there are four language skills, they are listening, reading, reading and writing.

Based on Eyres (2007), reading is a complex process in which readers actively construct meaning from the text. This is fundamental skill that covers the whole skills and also gives great contribution to the three skills and this skill is the best starting point for students to gets started their language acquisition. There are many problems toward student reading achievement. Not only because the content of reading but also students' lack in reading. Just like what is happening in STIE Triatma Mulya. The common problem that's student usually face in learn reading. Such as, they seem confused when they face a passage that contains something they are not familiar with. There are still many students get problem with their comprehension toward a reading text. Commonly, when they are given comprehensive reading text and asked to answer a follow up questions, the students do not answer the question given because they are busy looking up meanings of difficult words. They do not understand the content of the passage given because there are many difficult words found during reading section. Moreover, those words cause them to lose the meaning of sentences and in the end they will not be able to find the relation between the sentences. This fact would influence their capability to find ideas of the passage and influence their interest to read the passage. Based on reading problem above, it must be difficult to reach students' maxim in reading course.

However, the reason why this problem occurred was not only from students' factor. Technique used by teacher also gives effect on students' comprehension. The teacher needs to find an effective technique to be applied. Therefore, it is considered important to know the effect of the technique that are going to be apply to maximize students' reading comprehension as well as to gain students' interest in this course. Absolutely, there are many effects from many strategies that can be applied on students' reading comprehension in STIE Triatma Mulya. However, among those strategies there is one appropriate method that can properly be applied based on the problem above. The name of the method is Collaborative Strategic Reading (CSR). Collaborative strategic learning is said to be

a good strategy because of its ability in increasing students' reading comprehension and also increasing conceptual learning for maximizing students' involvement in classroom activities. Collaborative Strategic Reading (CSR) is a technique that teaches the students to work cooperatively on a reading assignment to promote better comprehension. CSR learning logs are used to help the student keep track of learning and write down question/reflections about their learning. The completed logs then provide a guide follow-up activities and evaluation methods.

Collaborative Strategic Reading (CSR) is an instructional practice in which cooperative learning and reading comprehension strategies combine with each other. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. CSR can provide differentiated instruction for the students and giving them an opportunity to learn something in different way. CSR is a good

II. RESEARCH METHOD

The type of this research is a Class Action Research.. Kemmis and McTaggart (2000) as cited in Arikunto (2006) describe action research as participatory research. In this study, the researchers collaborate with an English teacher, so this study is a collaborative action research. Collaborative action research strengthens the opportunities for the practice to be fed back in a more substantial and critical way (Burns, 1999).There are 4 steps of Classroom Action Research, they are planning,action,observation, and the last is the implementation for each cycle.

strategy to teach students reading comprehension, in term of building their vocabulary and also working together cooperatively. It means that this strategy can give a beneficial effect for the student who have problem in reading. (Klingner & Vaughn, 1996 in Pratama, 2012) CSR comes with four steps within it, they are Preview, Click and Clunk, Get the Gist, and Wrap Up. Through these brief steps, it is believed that CSR Strategy enables the students to work effectively and cooperatively.

1.2 Statement of the Problem

In short, based on the explanation above, the researcher intends to apply Collaborative Strategic Reading (CSR) to help the students in improving their reading comprehension. Based on the background study stated above, research problems can be formulated as follows:

1) Does the use of Collaborative Strategic Reading improve student's reading comprehension in STIE Triatma Mulya?
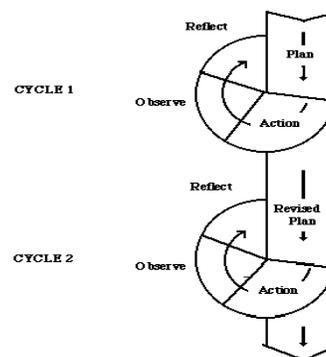

Figure I. (Arikunto, 2006:93)

This action research is carried out within three cycles, cycle 1,cycle 2 and cycle 3. The procedures of the study is begun by conducting pre-research, followed by planning step, action step, observationstep, and reflection step. There are several data collection techniques applied in this study such as test, observation, field notes and questionnaire. The test is consisted of four tests, namely pre-test (Test 1), posttest in

cycle 1 (Test 2) and post-test incycle 2 (Test 3). Post-test in cycle 3 (Test 4) Meanwhile, during observation, observer is equipped with an observation sheet.

This research was carried out on STIE Triatma Mulya in academic year 2017/2018. The subject of this study was Accounting Major with 35 students consisting of 15 male and 20 female students. Data came from 1st semester students, lecturers, observers, and

III. FINDING AND DISCUSSION
This classroom action research was carried out for 3 cycles. At each meeting is carried out in accordance with the Lesson Plan that has been made.

Table 1. The Implementation of CSR

Observation	Average Score		
	Cycle I	Cycle II	Cycle III
Lecturer	2,75 (68,7%)	3,27 (81,7%)	3,65 (91,2%)
Students	2,68 (67%)	3,21 (80,2%)	3,55 (88,7%)

Based on Table 1, it can be seen that in the first, second and third cycles the average score and percentage of observations on teachers and students increased. The results of these observations have shown the achievement of the target performance indicators, namely the observation results reach an average of 85%.

Table 2 Average Score of the Result of the Study

Cycle	Average	Percent
Before Cycle	51,06	24,24%
Cycle I	71,7	50%
Cycle II	78,94	80,3%
Cycle III	83,93	90,9%

Based on the table 2. The average score was lower . After the treatment the average score was better in each cycle. The percentage of completeness of student learning outcomes when compared with pre-

documents. Data collection techniques use tests, questionnaires, observations, interviews, and documents. Data validity uses triangulation techniques, namely data triangulation and source triangulation. Data analysis used is quantitative and qualitative data analysis. This classroom action research was carried out for three cycles. Each meeting consists of planning, implementation, observation and reflection.

cycle, cycle I, cycle II, and cycle III has increased from 24.24% to 50%, in cycle II experienced an increase to 80.3%, and at cycle III increased to 90.9%.

The Implementation of Collaborative Strategic comes with four steps, they are Preview, Click and Clunk, Get the Gist, and Wrap Up. In first step ,preview was designed for the students' background knowledge a to make predictions about the text before they read. In this case, the students did such a survey the whole text, so that the students were able to predict what they will obtain from reading the text. Click and Clunk was assist the students in monitoring their reading and also enhancing the student's vocabulary development during their reading activity. Click here means as something that you get, if the students already know the word they have to click it. When the students click, they were recognizing words and their meanings in the context of the text. A clunk here means as the word that using by the author and they do not understand about that word. The teacher will ask the students to write down the clunks.

Get the gist step . In this step , the teacher asked the students to identify the main ideas in each section of text while they are reading. To identify the main idea the students can answer some questions like (a) what is the text tells about?" and (b) what is the important about who or what?". The teacher can also ask the students to identify the most important thing about the paragraph

whether it is a person, place. or etc. and the teacher can also ask the student to find what is the important about person, place, or thing and put it all together in a sentence which is containing ten words or less. Wrap up in this step, students were expected to review the important ideas from the text that they have read. In this step, the students will generate the questions and also review them. The teacher asked the student to write down the most important ideas from what they have read.

This study shows that the implementation of Collaborative Strategic Reading can increase the learning outcomes of accounting students because the use of these strategy can encourage students to learn well and keep in mind with the lessons explained by the lecturer. The students were asked to follow those four steps of Collaborative Strategic Reading and the students motivated to take part in the lesson, thus students were actively involved and learned through direct experience in reading . This is consistent with the opinion of Dimyati and Mudjiono (2013: 42) that the best learning is learning that through direct experience, in this case students are actively involved in making and responsible for the results. In addition, attention will be paid to the learning materials in accordance with the needs of students so that students are motivated to learn the subject matter.

IV. CONCLUSION

This study focuses on the implementation of CSR to improve students' reading comprehension. The purposes of this research are to find out whether or not the implementation of CSR improves students' reading comprehension towards the implementation of CSR. In this study, the data collected through reading test, observation, field notes and questionnaires. Based on the findings, this study concludes that CSR improves students' reading comprehension. It can be seen from students' average score (in percent) in cycle I 67%, and continued to improve in cycle II 80.2% and cycle III 88,7 . Moreover, after implementing CSR to students' reading lesson, they show improvement on each reading comprehension aspect. The result of this study had shown that CSR had improved five indicators of students' reading comprehension which covered main idea, supporting idea, passage structure, making inference and vocabulary. CSR made students to be able to identify main idea and supporting idea from the text. Students were able to identify main idea and supporting idea from the text because CSR obligizes them to restate the most important ideas and supporting ideas about the person, place, or thing of a paragraph or section of the text through get the gist strategy. CSR made students to be able to identify passage structure and to conclude the text. Students were able to identify passage structure and to conclude the text. Students were able to identify passage structure and to conclude the text since CSR obliges them to review what they already learnt from the text during wrap up strategy. Meanwhile, students were able to understand vocabulary from the text because their comprehension is monitored during Click and Clunk strategy. Click and Clunk strategy obliges them to find out the meaning of difficult words they found in the text.

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