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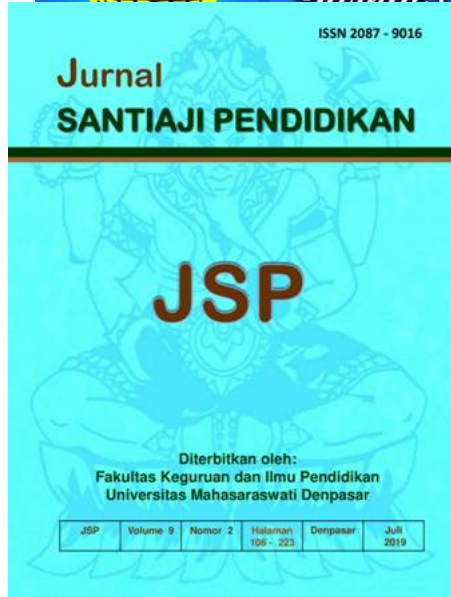
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IMPLEMENTING COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING READING: AN ACTION RESEARCH

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ABSTRACT

Reading comprehension is the act of understanding and comprehending the text. The readers need to understand and find the meaning of the text. This study was conducted to determine whether Collaborative Strategic Reading could improve the reading comprehension of eighth-grade students at SMPN 2 Denpasar. The subjects of this study were the eighth-grade students of SMPN 2 Denpasar, consisting of 41 students. Classroom action research is used in this study, which consists of two cycles with two sessions; each cycle consists of initial reflection, planning, action, observation, and reflection. The result of the study shows that the mean score for pre-test was 65.75; post-test I was 74.87; and post-test II was 78.41. The researchers also distributed a questionnaire to the students, and the result showed a positive response from the students about implementing Collaborative Strategic Reading. It can be concluded that a collaborative strategy could improve reading comprehension.

Keywords: *implementing, collaborative strategic reading, reading comprehension.*

INTRODUCTION

Reading comprehension plays a crucial role in human life. Because it lets people learn about new things, it plays a critical role. The goal is to use the author's information in a text to improve one's intellectual ability and enrich one's experiences. According to (Dorn & Soffos, 2005; Pasternak & Wrangell, 2007), reading comprehension refers to the ability of the reader to interpret the words, understand the meaning and the ability to comprehend the relationships between ideas conveyed in a reading text. Reading comprehension is essential for students to know about the positive

impacts of reading. Students can improve their knowledge and future employment prospects by reading a text or passage (Agung, Andari, Krismayani, Putu, & Pramerta, 2022). All lessons will be more accessible for them to understand if they read more often. Students must focus on grasping the text's central idea when practising reading comprehension (Dorn & Soffos, 2005). When a reader can communicate with a text it means that, they understand it. They can correctly interpret written text and extract relevant information from it. Reading comprehension is a way for readers to interact with the text by

using written symbols to understand what is being said.

Additionally, reading is the process of interpreting written language. Creating and meaning are the two keywords in this context. Reading cannot occur if the meaning is not being created (Atkinson & Longman, 2003; Mustikasari, 2020; Setyaningsih, 2019). In reading, the activity is more than just reading the sentences. The most important thing is how the students can understand the point of what they are reading and gain new and useful information after the activity is completed. While comprehension of the text is essential in the reading activity, understanding the text's meaning and purpose is more important to readers. While most readers can comprehend the text they have read, only a small percentage can identify its purpose and meaning. As a result, it is anticipated that readers will understand the material at the end of the reading activity because it draws on their prior knowledge. According to (Agung et al., (2022) and ; Krismayani & Menggo, (2022), reading comprehension involves much more than how readers respond to the text; it is a highly complex process considering variables related to the text and the interactions and contributions of readers to the text. Agung et al., (2022) state that the definition of reading comprehension is the degree to which a text or message is understood; vocabulary and grammatical knowledge play a significant role in this context. This comprehension results from the interaction between the written words and how they elicit outside-the-text knowledge. The essence of what it means to read is comprehension.

In addition, informal interviews with English teachers and eighth-grade students at SMPN 2 Denpasar show that teachers must use specific techniques to teach reading comprehension. Teachers often ask students to read the text in front of the class. Teachers only focus on students' performance if they pay attention to students' understanding. Based on the identified problems that the students had in reading, the researcher decided to use collaborative strategic reading to significantly increase the student's comprehension ability in reading the text. Collaborative Strategic Reading (CSR) is a technique that encourages students to work cooperatively on a reading assignment which aims to promote better comprehension (Bermillo & Merto, 2022; Gede & Pratama, 2020; Jafre & Abidin, 2012). It is used to help students keep track of learning during the collaboration process and enhance content area learning. Moreover, CSR is considered the several multicomponent reading comprehension strategy models, including strategies for summarizing information, asking questions, answering questions, comprehending monitoring, and peer discussion (Lisandy & Adijaya, 2019; Zagoto, 2016). It engages students of various reading tasks and achievement levels to work in a small group cooperatively to facilitate reading comprehension for students.

The researchers decided to implement CSR since it has a practical impact on reading comprehension, allowing readers to apply most of the strategies needed for reading. Reading comprehension is not only a matter of remembering the meaning of all the

words contained in the text but instead how students construct a meaning contained in the text. Students can understand implied or explicit information in the reading text with reading comprehension skills. Reading comprehension is also a way for students to understand the context and meaning of information in a text. Based on the problems described above, the researchers strongly desire to solve the problems faced by students at SMPN 2 Denpasar. This study aims to improve students' reading comprehension by applying Collaborative Strategic Reading (CSR) to learning to read.

RESEARCH METHOD

Action research is collaborative and involves educators as integral and participating participants. It encourages educators to communicate and collaborate in empowering relationships. This research design consists of several cycles in which, in every cycle, there are four related activities: planning, action, observation, and reflection. The subject of the present study was the eighth-grade students of SMPN 2 Denpasar. These 41 students were chosen as the sample of this research. It was found that the students in the class eighth had low achievement in reading, organizing ideas, and making it in a good structure with correct spelling and punctuation. They still have difficulty pronouncing and reading the text. The researchers used two instruments to conduct research: tests (pre-test and post-test) and questionnaires. In the last cycle, the researchers gave the questionnaire to determine the subject's feelings about implementing Collaborative Strategic Reading (CSR) in reading

comprehension. The pre-test and post-test were analyzed using the mean score formula. Then the results of the questionnaire under study are taken to determine the percentages of the subject's responses to the applied technique.

FINDING AND DISCUSSION

This section provides information about the finding of the two cycles and the result of the questionnaire.

Pre-Cycle

The researchers conducted the initial reflection through an interview with the English teacher to determine the specific reading challenge faced by the students. In addition, the researchers questioned the ~~school's~~ English teacher at school and observed the researchstudy's subjects. The observation that the researchstudy's subjects performed poorly in reading comprehension, particularly descriptive text, led to this conclusion. They needed to gain an understanding of the descriptive text. The researchers administered the pre-test to ascertain the subject's initial skill score in reading descriptive text's problem or quality. The researchers administered the pre-test on November 7th, 2022. During the pre-test, the subjects were given descriptive text and asked to answer a question.

It was discovered that, out of the 41 subjects who took the pre-test, only one failed the reading comprehension task. The subject was given two texts to read during the pre-test. Each text contained five questions, making a total of ten short-answer questions. In addition, the researchers demonstrated to the subjects how to complete the pre-test.

In addition, the pre-test's questions focused on locating the reading text's meaning, textual references, general information, and specific information. In addition, the pre-test reading texts were descriptive. The pre-test resulted in a total score of 2695. The mean score of pre-tests was 65.75. According to the results of the previous pre-test, the student's reading comprehension still needed improvement, particularly when determining the meaning of the text, specific information, general information, and textual references. They had trouble reading, as was evident since only five subjects received the minimum passing grade of 75 on the pre-test for SMPN 2 Denpasar, the student's reading comprehension needed to be improved. Additionally, the researchers investigated by administering cycle I, where the lesson plan for cycle I was based on the pre-test results.

Cycle I

In cycle I, the researchers completed four related tasks: planning, carrying out, observing, and reflecting. The researcher developed cycle I based on the subjects' poor reading comprehension scores from the pre-test. The subsequent elaboration provided a comprehensive explanation of the four related activities. During the planning phase, the researchers made every necessary preparation for the research, beginning with a lesson plan for two sessions. The researchers also prepared information regarding the definition and general structure of descriptive text for post-test 1.

Additionally, the researchers illustrated descriptive text. The researchers put all the planning she had

already done into action. The researchers explained and shared the material during the first session. The researchers also explained the extensive amount of information. On November 7th, 2022, the first session concluded with the subjects being given a task. In addition, the researchers gave the subjects one more task and one more example of descriptive text in session 2. The researchers completed session II on November 7th, 2022. The meeting was finished by overseeing post-test I and using Collaborative Strategic Reading in both sessions.

The researchers were both the teacher and the observer during the teaching-learning process. The researchers observed the subjects' responses to Collaborative Strategic Reading instruction in teaching and learning, particularly concerning reading comprehension of descriptive texts. Post-test 1 was given to 41 students in the class by the researchers to see if collaborative strategic reading could improve the subjects' reading comprehension. The researchers used the following formula to calculate the mean score for the subjects' reading comprehension of descriptive text in cycle I, based on the calculation of the post-test 1 total score of 3070. The mean score of post-test I was 74.87. The result indicated an improvement from pre-cycle to cycle I, as 30 subjects achieved the minimum passing grade, which was the basis for the reflection. It demonstrated that collaborative strategic reading could enhance the subjects' reading comprehension. In addition, it indicated that the subjects' reading comprehension improved from the pre-test results when they were taught

through Collaborative Strategic Reading. Since some subjects had not achieved the minimum standard score, the researchers extended the study into the subsequent cycle II.

Cycle II

The researchers should move on to cycle II because the subjects' reading comprehension skills were sufficient, and their scores on descriptive texts had improved, but more was needed for 75% of them to earn a passing grade of 75. The researchers, therefore, created the teaching and learning scenarios for the second cycle of this study. When designing cycle II, the researchers made changes to the teaching and learning activities based on the results of the cycle I. In cycle II, the researchers followed the same procedure as in cycle I, which included planning, carrying out, observing, and reflecting. The researchers arranged a similar preparation as cycle I; however, there were a few updates considering the arranging's shortcomings. The researchers added vocabulary to the learning materials to help the subjects comprehend the text and developed a post-test to assess the subjects' reading comprehension after cycle II. The researchers incorporated the revision into the teaching and learning process based on the revision planning during the action, employing the previously revised lesson plan. The researchers completed session one of this cycle on November 18th, 2022. During this session, the researchers instructed the students to read a descriptive text example, comprehend each paragraph, and discuss the text in class. The researchers also assigned a single task to the students.

The researchers completed session 2 on November 18th, 2022. The researchers provided one more example and task in session 2, and the students were given the second post-test at the end of this session.

The researchers observed how the subjects' response to the implementation of collaborative strategic reading in the teaching-learning process. The result of the observation showed an improvement in the subjects' response in cycle I. The subjects could not follow the teaching and learning process well because their motivation needed to be higher and confused because of the teaching-learning process, so they needed more time to understand, whereas in cycle II. The subjects could follow the teaching and learning process well and be more focused than before. In addition, the subjects could do the steps in Collaborative Strategic Reading systematically, starting from analyzing the text and defining the structure of the content of the descriptive text, finishing the task, and their assignments collected at the teacher's desk.

Post-test II was used to determine the improvement in the subjects' comprehension of descriptive text following the collaborative strategic reading. This was done to determine the subjects' reading comprehension of descriptive text. All 41 students in the class took the second post-test after each subject. Using post-test I, the total score of 3215 was calculated. The researchers used the formula to determine the subjects' mean reading comprehension score for the descriptive text of cycle II. The mean score was 78.41. The subject's reading comprehension skills could be improved through Collaborative

Strategic Reading. It means that the success indicator of this study has been achieved. Therefore, this study ended in cycle II. The progressing achievement of reading comprehension in the descriptive text can be described in the following figure.

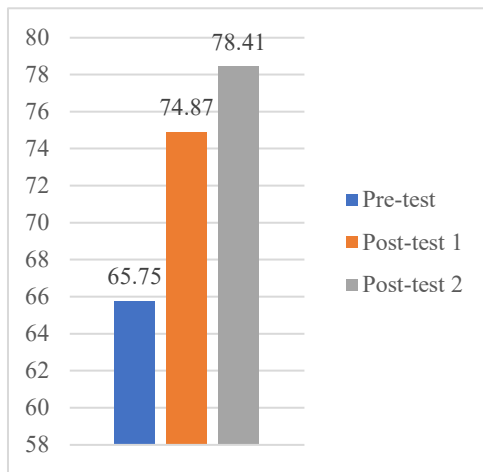


Figure 1. The students' progressing achievement of reading comprehension

The researchers also administered the questionnaire to gather additional supporting data. This result was also supported by the percentage of the questionnaire, which showed that 30.38% of subjects strongly agreed, 66.66% of the subjects agreed, 2.96% of the subject's undecided, 0% of the subjects disagreed, and 0% strongly disagreed with the implementation of collaborative strategic reading in improving reading comprehension. The percentage can be shown in figure 2.

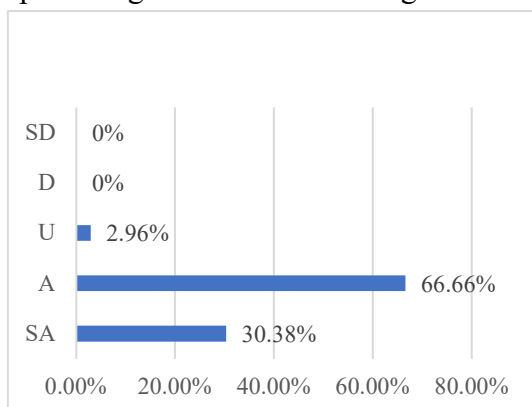


Figure 2. The result of the questionnaire

CONCLUSION

Based on the findings which had been found, it could be stated that Collaborative Strategic Reading could improve the reading comprehension of the eighth-grade students of SMPN 2 Denpasar, especially in reading comprehension of descriptive text. Collaborative Strategic Reading should be applied by the teachers who teach reading comprehension because it stimulates the students to think independently and provides opportunities to collaborate with peers or groups where the students can share knowledge and skills and address misconceptions through peer support and discussion.

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