

CSR

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2 USING COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE READING COMPREHENSION

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ABSTRACT

Reading comprehension is the process of comprehending a text. Readers must comprehend and decipher the meaning of the text. Additionally, since readers must comprehend the meaning of the sentences and words they are reading, the goal is to prevent misunderstandings. This study was conducted to determine whether collaborative strategic reading could improve the reading comprehension of eighth-grade students at SMPN 2 Denpasar in academic year 2022/2023. The participants in this study had difficulty distinguishing between the text's meaning, specific information, general information, and textual references. Consequently, the researcher used the pre-test, post-test 1, and post-test 2 to demonstrate that the subject's reading comprehension had improved after the reciprocal teaching strategy was implemented. The mean scores for the pre-test, the first test, and the second test were 65.75, 74.87, and 78.41, respectively. Additionally, as the study's supporting data, the researcher administered the questionnaire after Cycle II. It demonstrated that students appreciated a collaborative strategic reading teaching strategy.

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Keywords: improving, reading comprehension, collaborative strategic reading.

INTRODUCTION

Reading comprehension is a crucial aspect of human existence. 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 Harris and Graham (2007), reading comprehension is constructing meaning by coordinating several complex processes, such as word reading, word and world knowledge, and fluency. When a reader can communicate with a text, 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.

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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 (Johnson, 2008:3). In reading; the activity is more than just reading the sentences. The most important thing is how the student can understand the point of what they are reading and gain new, 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 a 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 Boardman (2007:8), reading comprehension involves much more than how readers respond to the text. Reading comprehension is a multi-step, highly complex process that considers variables related to the text and the interactions and contributions of readers to the text; the essential aspect of any reading activity is achieving a reading objective, particularly comprehension.

It demonstrates that students continue to have low reading achievement, based on observations made to students in class VIII-4 at SMPN 2 Denpasar. of the reading comprehension of students. The first factor is that, according to students, reading is a tedious activity because the instructor only follows what is written in the textbook. The teacher's approach to teaching is the second consideration. The teacher observes the LKS's steps by asking questions of both students and teachers. The media is the third factor. Textbooks, textbooks, and other instructional media do not significantly assist students in reading. The students should have noticed the teacher's explanation because of the media. The students listen to the teacher talk all the time. In addition, students who need help comprehending the meaning of the text and the question will be unable to provide an accurate response to the question.

Klinger and Vaughn stated in (2000: 75) that CSR is a classroom procedure designed to take advantage of the opportunities for collaborative language development in the classroom. Understudies of varying reading and achievement levels work together in small groups to help each other apply the

four comprehension techniques of Preview, Click and Clunk, Get the Gist, and Wrap Up to improve their reading comprehension. They require something different from the teacher to be presented in the classroom. It could come from a novel teaching method or something else that helps them write and supports them. The researcher will employ collaborative strategic reading (CSR) to address the issue. A way to teach students to read is CSR.

RESEARCH METHOD

Action research was used here. In Ary et al., Mertler states (2010:514), An approach to bringing about change in education that involves educators working together to improve their practice is known as action research. Action research is collaborative and involves educators as integral and participating participants in the process. It encourages educators to communicate and collaborate in empowering relationships. The action research intended to develop the disposition to be a reflective practitioner and the skills of 42 subjects by employing appropriate methods. To communicate effectively with all students, the researcher could also build positive relationships with school community members.

The 41 students from VIII 4 at SMPN 2 Denpasar took part. There were 19 females and 22 males present. Even though most of them were based on the outcome of the interview with the teacher in the VIII 4 class, this class was chosen because they had difficulties with reading comprehension. As a result, the researcher anticipated that the Collaborative Strategic Reading strategy could improve students' reading comprehension.

The researcher started this classroom action research by observing the subject, taking a pre-test, and discussing the situation with the English

teacher in the VIII 4 class of SMPN 2 Denpasar. This study's design divided the teaching-learning process into two cycles, each with two sessions. This classroom action research employed initial reflection, planning, action, observation, and reflection. If the outcomes of the previous CycleCycle were unsatisfactory, the procedure moved on to the following process.

In addition, the researcher observed eighth-grade students at SMPN 2 Denpasar to identify comprehension issues. After that, the researcher interviewed by posing a few inquiries regarding the problems. The researcher then gave the subjects the pre-test. The goal was to determine what the students were good at before, especially in the eighth grade VIII 4 of SMPN 2 Denpasar. The teaching-learning processes were divided into two cycles, with two sessions in this research design.

FINDING AND DISCUSSION

The questionnaire results and the study's findings from the two cycles are discussed in the following section.

10 *Pre-Cycle*

Pre-cycle, the researcher conducted the initial reflection through an interview with the English teacher to determine the specific reading challenge faced by the students. In addition, the researcher questioned the school's English teacher and observed the study's subjects. The observation that the study's subjects performed poorly in reading comprehension, particularly in descriptive text, led to this conclusion. They needed to gain an understanding of the descriptive text.

The researcher administered the pre-test to ascertain the subject's initial skill score in reading descriptive text's problem or quality. The researcher administered the pre-test on November 7th, 2022. During the pre-test, the

subjects were given descriptive text and asked to answer a question.

The researcher's scoring rubric was used to score the post-test results after completing the pre-test. It was to obtain the subjects' objective scores. 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 researcher 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 following was calculated using the mean score formula to obtain the subjects' pre-cycle mean scores:

$$\text{Mean pre-test Score} = \frac{\sum x}{N} = \frac{2695}{41} = 65.75$$

According to the results of the previous pre-test, the student's reading comprehension still needed improvement, particularly when it came to 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 researcher investigated by administering Cycle I, where the lesson plan for the CycleCycle I was based on the pre-test results.

Cycle I

In CycleCycle I, the researcher 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 will provide a comprehensive explanation of the four related activities.

During the planning phase, the researcher made every necessary preparation for the research, beginning with a lesson plan used for two sessions. The researcher also prepared information regarding the definition and general structure of descriptive text for Post-test 1. Additionally, the researcher illustrated descriptive text.

The researcher put all of the planning she had already done into action. The researcher explained and shared the material during the first session. The researcher 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 researcher gave the subjects one more task and one more example of descriptive text in session 2. The researcher completed session 2 on November 7th, 2022. The meeting was finished by overseeing post-test 1 and using collaborative strategic reading in both sessions.

The researcher was both the teacher and the observer during the teaching-learning process. The researcher 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 researcher to see if collaborative strategic reading could improve the subjects' reading comprehension. The researcher 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

researcher calculated the mean score by using the following formula:

$$\text{Mean Post-test 1 score} = \frac{\sum x}{N} = \frac{3070}{41} = 74.87$$

The analysis above revealed an improvement in the subjects' mean score in descriptive text reading comprehension 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. However, the improvement observed during this Cycle needed to meet the success indicator established by research. Since some subjects had not achieved the minimum standard score, the researcher extended the study into the subsequent Cycle II.

Cycle II

This study had completed Cycle I; 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 not enough for 75% of them to earn a passing grade of 75. The researcher, therefore, created the teaching and learning scenarios for the second Cycle of this study. When designing Cycle II, the researcher made changes to the teaching and learning activities based on the results of Cycle I. In Cycle II, the researcher followed the same procedure as in Cycle I, which included planning, carrying out, observing, and reflecting.

The specialist arranged a similar preparation as Cycle I; however, there were a few updates in light of the arranging's shortcomings. The researcher 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 researcher incorporated the revision into the teaching and learning process based on the revision planning during the action, employing the previously revised lesson plan. The researcher completed session one of this Cycle on November 18th, 2022. During this session, the researcher instructed the students to read a descriptive text example, comprehend each paragraph, and discuss the text in class. The researcher also assigned a single task to the students. The researcher completed session 2 on November 18th, 2022. The researcher 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 researcher was both the teacher and the observer during the class's teaching and learning process. The researcher observed how the subjects' response to the application of collaborative strategic reading in the teaching-learning process, especially in reading comprehension of descriptive text. 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.

Teaching and testing are always produced due to the teaching and learning process. Post-test 2 was used in the study to determine the improvement

in the subjects' reading 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 2, the total score of 3215 was calculated. The researcher used the following formula to determine the subjects' mean reading comprehension score for the descriptive text of Cycle II:

$$\text{Mean Post-test 2 score} = \frac{\sum x}{N} = \frac{3215}{41} = 78.41$$

The researcher administers the questionnaire to gather additional supporting data. The subjects' responses to using collaborative strategic reading in teaching descriptive text reading comprehension were collected through the questionnaire. The total number of subjects who responded to the questionnaire was 525 for the Strongly Agree (Sangat Setuju) option, 1152 for the Agree (Setuju) option, 51 for the Undecided (Ragu-Ragu) option, 0 for the Disagree (Tidak Setuju) option, and 0 for the Strongly Disagree (Sangat Tidak Setuju) option (see table 4.2). The following computation

1. The total percentage of option SA = $\frac{525}{1728} \times 100\% = 30.38\%$
2. The total percentage of option A = $\frac{1152}{1728} \times 100\% = 66.66\%$
3. The total percentage of option U = $\frac{51}{1728} \times 100\% = 2.96\%$
4. The total percentage of option D = $\frac{0}{1728} \times 100\% = 0\%$
5. The total percentage of option SD = $\frac{0}{1728} \times 100\% = 0\%$

The survey results showed that 30.38 percent of students strongly agreed, 66.66 percent agreed, 2.96 percent were undecided, and 0 percent disagreed or strongly disagreed with using collaborative strategic reading to

improve reading comprehension. The proportion of respondents to the survey also supported this conclusion.

DISCUSSION

The study's research design was classroom action research, with each Cycle consisting of two sessions and divided into two cycles—Cycle I and Cycle II—as previously stated. This study started with the pre-cycle, which was followed by the pre-test. After the subjects had been instructed in collaborative strategic reading or after each Cycle, post-tests 1 and 2 were administered.

The study in the pre-cycle pre-test yielded a score of 65.75. This indicates that the initial reading comprehension still needed to improve because only five subjects out of 41 who took the pre-test were able to earn the minimum passing grade of 75. It suggested that most subjects struggled with reading comprehension, particularly when reading descriptive text. In addition, this fact demonstrated that the subject's reading comprehension required improvement, which was achieved through collaborative strategic reading in Cycle I and Cycle II.

After conducting Cycle I, the researcher administered post-test I, scoring 74.87. It indicates that the student's reading comprehension abilities improved after they were taught through collaborative strategic reading, because 30 subjects achieved the minimum passing grade of 75. However, the total number of subjects with passing grades failed to meet the success indicator.

The second post-test produced a score of 78.41. This indicates that the subjects' reading comprehension skills have significantly improved. It could be demonstrated by looking at how well the subjects did in Cycle II when it came to learning and completing the assignments given to them in the form of tests on

descriptive text in class. Thirty-three subjects could get the minimum grade necessary to pass. It indicated that the subject had completed the achievement of the study's success indicator. Most students could comprehend the reading text, mainly the descriptive text. Consequently, this Cycle could be used to conclude the investigation. It also demonstrated that SMPN 2 Denpasar eighth-grade students' reading comprehension, particularly of descriptive texts, could be improved through collaborative strategic reading in the classroom in the academic years 2022 and 2023.

The questionnaire results revealed that 30.38 percent of the subjects strongly agreed, 66.66 percent agreed, 2.96 percent were undecided, and 0 percent disagreed with the application of collaborative strategic reading in teaching and learning process, also supported the results of post-tests 1 and 2. It suggested that collaborative strategic reading was a valuable method for enhancing the students' reading comprehension, mainly when it came to reading descriptive texts.

Based on the pre-cycle, Cycle I, and Cycle II findings, it was determined that collaborative strategic reading could improve the subjects' reading comprehension when reading descriptive text. Based on the results of all of the tests that were given in this research, the effectiveness of collaborative strategic reading in improving the subjects' reading comprehension. It is possible that incorporating collaborative strategic reading into the teaching and learning process can enhance the subjects' reading comprehension by examining their accomplishments.

The current classroom action study's findings aligned with previous studies, demonstrating that collaborative strategic reading could improve students' reading comprehension. Additionally,

even though the group of subjects' findings was practically valid, they only applied to some eighth-grade students in other classes in SMPN 2 Denpasar. Collaborative strategic reading could help eighth-grade students at SMPN 2 Denpasar improve their reading comprehension during the academic year 2022/2023, particularly regarding reading comprehension of descriptive text. This is based on the findings.

CLOSING

Conclusion

In conclusion, the Collaborative Strategic Reading method can potentially improve the reading comprehension of eighth-grade students at SMPN 2 Denpasar Denpasar in the academic year 2022/23. The students could also identify general information, specific information, the meaning of the text, and textual references in the descriptive text as part of their reading comprehension. In addition, they supported the use of the collaborative strategic reading method in distance education. However, there are only two cycles included in the study. More research that takes into account more cycles and larger samples is required.

Suggestion

The Collaborative Strategic Reading method should be used by other teachers who teach reading comprehension skills because of the significant improvement in the mean score on the post-test. The ability to think independently and collaborate effectively are both developed through this method.

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