CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading comprehension plays an important role in human life. Its role is realized as very substantial because it opens new knowledge for individuals. The goal is to gain information from what the writer conveyed through a text and uses this information to enrich his/her experiences and improve his/her intellectual ability. Reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word, and world knowledge, and fluency (Harris and Graham, 2007). Readers comprehend a text when they can communicate with a text. They can draw the information from written text and interpret this information appropriately. In other words, reading comprehension is a kind of interaction between the readers and the text through written symbols to grasp the information from the written text.

Moreover, reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning that be creating, there is no reading taking place (Johnson, 2008:3). In reading, the activity is not simply reading the sentences served but the most important is how the student can get the point of what they are reading and get new meaningful information after the reading activity done. Understanding the text is important in reading activity but being able to catch the meaning and the aim of the text which they read is more important for the readers. Many readers are capable to read and understand a text that they have read, but only some of them can tell the aim and meaning of the text.

Therefore, by involving readers' prior knowledge, it is expected they can get an understanding at the end of the reading activity. Boardman (2007:8) states that reading comprehension involves much more than readers' response to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself; the most important thing in doing a reading activity is to achieve a goal of reading especially in comprehending the text.

Based on observations made to class VIII 4 students of SMPN 2 Denpasar, it shows that students still have low reading achievement. of students' reading comprehension. The first factor is Students said that reading is a boring activity because the teacher only follows the instructions in the student's textbooks. The second factor is the teaching method and technique used by the teacher. The teacher uses a simple method, where students and teachers ask questions following the steps in the LKS. The third factor is the media. Media used by teachers for teaching and learning processes such as textbooks do not help students much in reading. The media did not attract students' attention to the teacher's explanation. The teacher just talks all the time and the students just listen to him. Furthermore, when students answer questions, they will be confused about how to answer the question because they do not understand the meaning of the text and the question.

In addition, based on informal interviews with English teachers and eighth grade students at SMPN 2 Denpasar, it is shown that teachers do not use certain techniques in teaching reading comprehension. Teachers often ask students to read the text in front of the class. Teachers only focus on student performance without paying attention to student understanding. Based on the identified problems that the

students had in reading, it is very important to find the solution to solve the student's problem to improve their comprehension in reading the text. For solving the problem, the researcher proposes the use of Collaborative Strategic Reading (CSR), especially to increase the ability of the students" comprehension in reading the text.

According by Klingner and Vaughn (2000: 75) that CSR is a homeroom procedure created to exploit the possibilities of a joint effort for language advancement in the study halls that understudies of different perusing and accomplishment levels work in little agreeable gatherings to help each other in applying the four understanding techniques, that are Preview, Click and Clunk, Get the Gist and Wrap Up to work with their comprehension of perusing. In teaching, they need something different presented by the teacher. It could be in the form of a new teaching method or something else that support and help them in writing. To solve the problem in this research, the researcher will use collaborative strategic reading (CSR). CSR is a technique to teach students reading skills.

Reading comprehension is very important to make reading activity meaningful to get the goal of reading activity itself, comprehending the reading text and finding new information. However, the students have problem in comprehending a reading text. Consequently, the researcher has strong desire to find the solution of this problem and motivation to conduct research which will focus on improving reading comprehension of eighth grade students of SMPN 2 Denpasar in academic year 2022/2023 Using Collaborative Strategic Reading (CSR).

1.2 Research Problem

Based on the background of the study that has been stated above, the eighth-grade student of SMPN 2 Denpasar in academic year 2022/2023 had difficulties understanding the reading text so the student's reading comprehension needs to be improved by applying Collaborative Strategic Reading (CSR). Therefore, the researcher decides to use collaborative strategic reading (CSR) in teaching reading comprehension to eight grade students of SMPN 2 Denpasar in academic year 2022/2023. Based on the background, the research problem be stated as follows: can reading comprehension of eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 be improved by using collaborative strategic reading (CSR)?

1.3 Objective of the Study

The objective of the study based on research question that has been previously formulated and determined. In order to make the present study measurable, certainly it is a need to declare an objective to be achieves. In the process of learning to reading a foreign language, it is really possible for students to face the problem of reading. It is guidance in taking any decision needed and also starting point of doing the research. The present study was conducted to answer the research problem that is whether or not reading comprehension of the eight grade students of SMPN 2 Denpasar in academic year 2022/2023 be improve by using Collaborative Strategic Reading (CSR).

1.4 Limitation of the Study

Based on the identification of the problem in students' reading comprehension above, the researcher focused on improving students' reading comprehension by using collaborative strategic reading (CSR) in the eighth-grade students of SMPN 2 Denpasar. In this present study, SMPN 2 Denpasar applies revised 2013 curriculum. Furthermore, the present classroom action research focus on basic competence. Furthermore, the fourth basic competence is expressing and understanding the meaning of functional reading text in the form of descriptive paragraph by paying attention to the social function, generic structure, and language feature correctly and according to the content, this study is restricted on reading comprehension of a short descriptive paragraph in accordance with the social function, generic structure, and language features contextual or in other hand it should fulfil the requirement of the scoring rubric.

1.5 Significance of the Study

The present research is the implementation of CSR technique to improve reading comprehension of the eighth-grade students of SMPN 2 Denpasar in the academic year 2022/2023. The present study is highly expected to provide meaningful and significant research findings. The findings of the significant research are expected to yield theoretical and practical importance to those who concern how to improve the student's reading comprehension. Moreover, the result of this study is expected to provide both theoretical as well as practical significance as follows:

Theoretically, the findings of the study are expected to be references or a guidance study to the theory of classroom action research, reading comprehension,

and CSR. Moreover, the findings of the present study are expected to support the existing empirical evidence for the next researcher. Besides, the theories of the working principles and knowledge of English language teaching could be used as guidance in improving the students' reading comprehension by using collaborative strategic reading (CSR). Moreover, the result of this study is expected to support theories and empirical outcomes of the existing reading theory in improving reading comprehension. The research is expecting to make the students and teacher better in learning process. These findings can disclose further areas of research in foreign language acquisition, and they can be expecting to be used as bases of undertaking similar study in the future. Thus, theoretically, the result of this study is expected to be useful to other researchers.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, students, and other researchers. For the teacher, the present study is implementation during in teaching-learning activities in the classroom. For students, this study is expected to be useful to get the opportunities to their understanding in reading skills. It is expected to motivation them to develop reading comprehension and they can increase their motivation and interest in learning English, especially reading comprehension. For the other researchers, the present study is expected to be references and empirical review to make better study for future research. The present study is used so the researchers can learn and comprehend more about collaborative strategic reading (CSR).

1.6 Definition of Key Term

The title of the present study is, improved reading comprehension of eight grade students of SMPN 2 Denpasar in the Academic year of 2022/2023 by using

collaborative strategic reading (CSR). The definition of key terms is associated, and it is very important to define in order to make a better understanding in the present study. In addition, the definitions of key terms are used to make the readers have a profound understanding of the present study.

1. Reading Comprehension

   Reading Comprehension is operationally defined as the skill of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 in understanding recount paragraph especially identifying the main idea or the general information, finding specific information, textual meaning, and textual reference.

2. Collaborative Strategic Reading (CSR)

   Collaborative strategic reading (CSR) is the technique used to improve reading comprehension of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023, especially in collaborative strategic reading (CSR) which has four stages: Preview, Click & Clunk, Get the Gist, and Wrap Up.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a set of concept and term from experts that is used and required in this study. Therefore, the theoretical review which is used from the scientific study is expected to contribute practical significance and it has to be conducted on the basic of some relevant theoretical constructs and empirical evidence. The foundations of thought deriving from theories that are needed as demands to solve the problem in research are referred to the theoretical review. Theoretical review is used to limit the scope of the relevant data by focusing on specific variables. As the result, the researcher discusses the theories which are relevant with this study. The present study is based on the following theoretical backgrounds that were discussed as follows: 1) Reading Comprehension, 2) Collaborative Strategic Reading (CSR), and 3) Assessment Reading.

2.1.1   Reading Comprehension

Reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it is terms of their experiential background, and interpret it in relation to their own needs and purposes (Kennedy, 1981:192). While Adam (in Howell, Fox, Morehead, 1993: 182) states that reading comprehension is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies, to understand the text.

In line with some definitions above, Aebersold and Field (2000: 15) also argue that the processes of comprehending in which involves decoding the writers'

words and then using background knowledge to construct an approximate understanding of the writer's message. Furthermore, they state that the process of comprehending a text is not so exact since reading is a personal activity. It means that reading comprehension differs from one reader to another reader.

From the ideas above, it can be concluded that reading comprehension is a thinking process of comprehending a text or passage in which the reader uses code, context analysis, prior knowledge, vocabulary, language, and executive-control strategies to construct meaning what has been read in order to understand the writer's message in a written text in relation to extracting the required information from it as efficiently as possible based on the reader's needs and purpose. There are many aspects of reading comprehension. In this research, the researcher limits the aspect of reading comprehension as follows:

1. Reading to infer the meaning of words;

   Concluding the Content of Reading into an Imaginative Reading Activity. In this case, the text given to the staff member will be examined according to the facts contained in the core problem in the reading, and then the staff member will provide a response or opinion after what has been read.

2. Reading to identify the main idea of the text;

   Main idea; According to Harris (2006), "really understanding what we read can probably best be determined by how well and accurately we state the main idea". Wiener and Bazerman (1989) decided that "readers must know what the main idea of a paragraph is to understand the information they are reading.

3. Reading to find the implicit information of the text;

while implied information is understanding the ideas conveyed indirectly.

4. Reading to find the explicit information of the text

   Explicit information in a text is what the author directly tells readers. Explicit information includes details and examples in the text itself. Readers of nonfiction need to be able to refer to explicit information in the text when they explain what it means.

5. Reading to determine the references.

   Meaning conventions for acknowledging authors or documents you have used in your research and reading.

According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting and constructing words are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. After extracting and constructing the word, the reader will 10 get the knowledge and the information from the text. Moreover, Klingner et al. (2007:2) say that reading comprehension is the process of constructing a number of complex processes that include word reading, and world knowledge, and fluency.

A reader's comprehension is influenced by a range of internal factors; including perceptions, beliefs, motivation, and problem-solving strategies Dorn and Soffos, (2005:6). It proves that in reading, the personality of the readers can help them to get a comprehension after reading the text. Besides, connecting the readers' prior knowledge is important during the reading activity to have them explore the text with a basic of knowledge; then it will enrich their prior knowledge after they get new information from the text.

In conclusion, reading is not totally reading without getting the meaning, and vice versa the students should be able to understand what the text wants them to know, and it will not be done by just simply reading a group of words. Reading comprehension is not only a matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct the meaning of the text. Without reading comprehension, students cannot understand the information in the reading text. Reading comprehension is also how to understand the context and meaning of the information in the text.

2.1.2   Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to promote better comprehension. CSR learning is used to help students keep track of learning during the collaboration process. Students think about what they are reading and write down questions/reflections about their learning. Collaborative strategic reading is a research based instructional practice in teaching reading comprehension to students to enhance content area leaning. According to Klingner, Vaughn, Dimino, Schumm and Bryant (2001:2), CSR is one of the several multicomponent reading comprehension instruction models that include strategies for summarizing information, asking, and answering question, comprehending monitoring, and peer discussion. The researcher chose CSR because it has an effective impact on reading comprehension. It also provided the opportunity to readers to apply most of the strategies   needed   for   the reading skill.

Elkaumy (2004) in Abidin and Riswanto (2012) explains the concept of CSR as the following: 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 would learn (Ross, 2020; Jannah, 2020). Click & Clunk are self- monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about (Sembiring, 2020; Purnawan, 2019). Get the Gist. Students identify the main ideas from reading to confirm their understanding of the information. Wrap Up provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension.

In addition, Collaborative Strategic Reading is a strategy that make the students working together in small group, each group consist of (3-5 students). All group would apply the steps in Collaborative strategic reading those are Preview, Click and Clunk, Get the Gist and Wrap up (Alqarni, 2015; Wu, J. Y., & Peng, Y. C. 2017). Preview: the students predict about the English text and make the students interest about the topic. Further is described by Bremer, (2002) that the preview is a strategy for Activate student knowledge before reading. Click and Clunk: the students in each group try to find difficult word in the English text (Vaughn, 2011). Click and Clunk According to Boardman et al (2011) is a strategy that Teach students to monitor their understanding during reading and look at the preceding sentence context, when there are words that are considered difficult Understood. Get the gist: the students try to find the main Idea in each paragraph by discussion

in each group. According to Vaughn et. Al. In Standish, (2005) "Get the gist Also Known as a way to find the main idea and practiced when Read the text Wrap up: the teachers invite the students to evaluate the English text and the students try to find the conclusion from the text. Khonamri (2015) argues that wrap up is a strategy that Teach learners to generate questions and ideas for Review the main idea in the text he has read. By applying Collaborative strategic reading as reading strategy, the students are hoped to have improvement in reading skill.

Based on the explanation above, it can be assumed that CSR is a reading comprehension strategy which engages students of various reading and achievement levels work in small group cooperatively in applying the four reading strategies which include Preview, Click & Clunk, Get the Gist and Wrap Up to facilitate reading comprehension for students with reading, learning, and behaviour problems included in general education classrooms.

2.1.3 Assessment Reading

Assessment is a process to evaluate the improvement of students. Assessment of reading comprehension is used to know how far students understand about the learning material. It also used to measure their progress. Assessment is also important to diagnose the level of students' ability and it can be an evaluation of learning process. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever a student's responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the student's performance. There are four types of assessment; (1) informal assessment is incidental, unplanned assessment; (2) formal assessment is systematic planned sampling techniques, and it is constructed to give

teacher and students an appraisal of students' achievement; (3) formative assessment is ongoing process of assessment, it occurs every time; (4) summative assessment measures or summaries what a student has grasped, it occurs at the end of course.

According to Carter and Nunan (2001:138), assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes. In addition, Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in the current educational practice. Besides, written work from a note down phrases to a formal essay that ultimately will be assess by themselves, teacher and possibly other students is also one kind of assessment of students' performances and the teacher make students assessment.

According to Bailey and Heritage (2008:158), reading can be assessed through writing since reading and writing are both communicative activities. Reading supports writing and vice versa. By reading, students will get knowledge, then they can share the knowledge that they have got from what they read by writing the information as what they could catch and understand. If students can comprehend a text, they will be able to retell the information to others and the way how they rewrite information by their own can reflect how far they understand the text.

According to McNamara (2007:107), the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies end-of-course 14 purposes. There are many purposes of assessment, and it makes the assessment become one of very important aspects in

teaching learning process. Assessment takes place throughout the year for different purposes, including diagnosis, collection of evidence to report against but externally developed criteria such as standards and summative, end-of-course purpose. (McKay, 2006:176). Assessment is used to measure the understanding and quality of students' work. Assessment also used to assess their knowledge. To assess students, teacher can use a test. There are some tests which in teacher can use to assess students. The one is short-answer task. This assessment is easy to apply and construct. By using short- answer task students cannot copy the answer of their friends, it can avoid plagiarism among the students. Therefore, the result of the test will have a good validity.

In this present study, the researcher adopted the assessment of reading comprehension theory from Brown (2004:206). In the present study, the researcher expects the use of short answer text for the assessment can give a good and valid result. The researcher expected the result of the test can use for data collection. Hopefully, their reading comprehension can be improved, and the test will show how far their improvement is. The test will be given in the first meeting as a pre-test. At each end of class, the students will answer the post-test to check their improvement. Every cycle will conduct with a pre-test and post-test. The student's answer will be assessed by using the answer key and scoring rubric adapted from Brown (2004).

2.2 Empirical Review

Empirical review is the way to get the information and theories about previous researcher that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication

of previous studies result and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as consider whether or not the present study would be as successful as the relevant studies as the empirical review. There are two similar research with the researcher choose. This point is also focused on discussing previous of two researchers; they are Era and Dyah, as follows:

The first was from Era (2019) entitled "The Use of Collaborative Strategic Reading (CSR) to Improve Students Reading Comprehension in The Second Grade Students of SMPN 2 Tarakan in Academic Year 2018/2019". The purpose of the research was the figure out whether reading comprehension of the second-grade students of SMPN 2 Tarakan in academic year 2018/2019 can be improve by using collaborative strategic reading. Based on the result of the post-test in cycle I and cycle II, it was found that reading comprehension of the second-grade students of SMPN 2 Tarakan.

The second research was conducted by Dyah (2018) entitled "Improving Students Reading Comprehension Using Collaborative Strategic Reading of The Eight Grade of SMP Islam Nurul Ulum Kemiri in The Academic Year 2017/2018". The purpose of the research was the figure out whether or not reading comprehension of the eighth-grade students of SMP Islam Nurul Ulum Kemiri in The Academic Year 2017/2018 can be improve by using collaborative strategic reading. Based on the result of the post-test in cycle I and cycle II, it was found that reading comprehension of the eight grade students of SMP Islam Nurul Ulum Kemiri in The Academic Year 2017/2018.

Both of the researchers could improve students reading comprehension by using collaborative strategic reading. The students got a progressing mean score at the end of cycle II. By using collaborative strategic reading, the students were motivated and interested in learning activities in the class in reading. However, both researchers did not give the researcher provides topics that are suitable for eighth-grade students other than that, the instructions given are clear. However, the researcher did not provide an in-depth explanation to the students in reading. Students only focus on reading without paying attention to proper punctuation. In this study, the researcher will provide students with an understanding of the importance of reading well. So that students are better at reading comprehension. In this study, to make students clearer in reading comprehension, the researcher will provide in-depth explanations in reading and provide interesting reading topics for students to support the teaching process as a collaborative strategic reading technique in the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023.
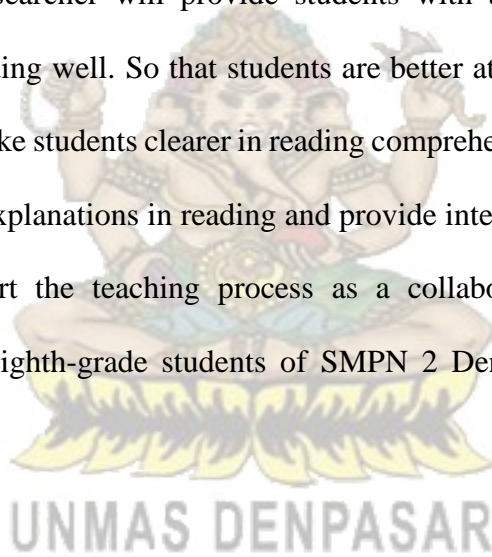
CHAPTER III

RESEARCH METHOD

3.1 Subject of the Study

The subject of the present study was the eighth-grade students of SMPN 2 Denpasar. The students of VIII 4 class were selected as the subject of the study in doing this research which consider of 41 students. The subjects of the study are chosen based on preliminary observation by interviewing the teacher. It was founded that the students in class eighth had low achievement in reading, how to organize ideas and how to make it in a good structure with correct spelling and punctuation. they still have difficulty in pronouncing in reading the text. Besides that, they have difficulty in understanding reading based on the structure of the text.

3.2 Research Design

The research of this present study is classroom action research. The significance of classroom action research design is to change learning behaviour, improve professional competency, upgrade self-confidence, and develop the subject's knowledge. Methodology was needed to solve the problem faced by the eighth-grade students of SMPN 2 Denpasar. Furthermore, the research design that is used by the researcher is classroom action research. This research is a powerful tool for changing and improving reading. This research design consists of several cycles in which in every cycle there are four interconnected activities as follows: planning, action, observation, and reflection.

According to Pelton (2010:4), a simple way to understand action research is to take a look at the term itself and separate its parts. "Action" means pretty much

what the teachers might think it would. In terms of action research, the action is what the teacher does as a teaching professional in the classroom. Creating the learning environment, interacting with the subjects, developing lesson plans assigning homework, and almost everything teachers do in daily routine of teaching constitutes the "action" of action research. The "research" part of action research refers to the methods, habits, and attitudes. Besides, the teacher developed the ability to reflect upon the teacher's actions with intention.

Furthermore, according to Dawson (2007:16-17), in action research, the researcher collaborates closely with a group of individuals to change a situation in a specific environment. Instead of conducting study on individuals, the researcher collaborates with them as a facilitator. As a result, the researcher must develop good group management abilities as well as an awareness of group dynamics. Organizational management, community development, education, and agriculture are among sectors where this type of research is prevalent.

According to Connaway and Powell (2010:72), is a prominent sort of applied research that is commonly confused with applied research. Furthermore, action research is a process in which participants use the research technique to assess their own educational practice in a systematic and meticulous manner (Ferrance, 2000:1). Action research, according to Cohen et al. (2000:229), creates self-critical communities of individuals who participate and collaborate in all stages of the research process, including preparation, action, observation, and reflection. Furthermore, action research begins with tiny cycles of planning, acting, observing, and reflecting, which might assist the subjects in clarifying their issues, thoughts,

and assumptions. According to Norton (2009:4), the goal of action research is to investigate our teaching and learning in a systematic way.

According to McNiff and Whitehead (2006:14), action research is done when researchers want to evaluate or improve their learning or the learning of others, or if they need to do something different to assure it, such as improving the understanding of learners, developing their learning, and influencing the learning of others. According to Burns (2010:2), the primary principle of action research is to purposefully interfere in a problematic situation in order to bring about changes and, even better, improvements in practice. As a result, rather than hunches or preconceptions, the researchers' modifications in the teaching environment are based on real data,modifying, contributing, and practicing theoretical knowledge is the twin goal.

In addition, according to Ary et al. (2010:518-519), the action research process involves planning, action, observation, and reflection. In planning, a strategy was devised for taking action or gathering data and information in order to observe, record, or monitor the practice. Aside from that, the action is the execution of planning and changing a practice, as well as data collection. The information alters the situation. It could be things that are collected on the spot to improve things or things that are collected from a variety of places. In addition, the researcher analyses, synthesizes, interprets, and spirals the data into the reflection process during the observation. As a result, data analysis is a continuous process of reducing data in order to identify patterns and explanations. The final step is reflection, in which the researcher considers his or her findings.

By implementing the classroom action research as the research design, the present study was focused on improving reading comprehension of the eighth-grade students of SMPN 2 Denpasar in academic year 2022/2023 by using collaborative strategic reading (CSR). This design of the study will carry out in two cycles. In each cycle, the teaching and learning process will divide into four interconnected activities, namely; planning (P), action (A), observation (O), and reflection (R). The success of the cycle can be seen in the improvement of the students' achievement. To comprehend the explanation above, the design of the present study can be described as follows:
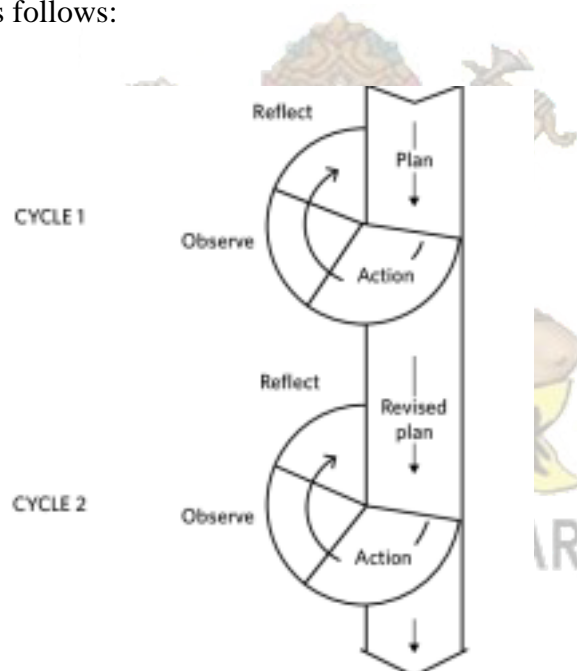
Kemmis and McTaggart in Burns (1999:32)

3.3 Research Procedure

In order for the research to be clear and run well, it must be carried out with data collection steps. There are several procedures used in classroom action research based on two cycles, namely: Initial Reflection, Planning, Action,

Observation, and Reflection. Before carrying out other research procedures, it is necessary to do initial reflection first to find out and find out the problems faced by class VIII 4 students of SMPN 2 Denpasar. The research procedure that would be used in this study could be described as follows:

3.3.1 Initial Reflection

An initial reflection is the first thing that the researcher would carry out a preliminary study by interviewing some questions to the English teacher at SMPN 2 Denpasar and getting information about the difficulties and problems that were faced by the students, especially in reading. The researcher would give a pre-test to make sure that the subjects' pre-existing ability in reading comprehension.

3.3.2 Planning

Planning was the step in the current study design when the researcher prepares what is needed to do the investigation. In this study, planning is critical to make the next step more routine. The researcher already knew the respondents' reading skill after completing preliminary reflection. As previously stated, the subjects' reading abilities were limited. As a result, to construct a systematic teaching-learning process, the researcher needed to formulate the phases of planning before beginning the teaching-learning process. As a result, the researcher's strategy is as follows:

1. Preparing the lesson plan: The researcher made the lesson planned based on the 2013 curriculum. It was divided into cycles and there are two sessions or two meetings in each cycle.

2. Preparing the materials: The researcher prepared the materials that would be taught in the classroom, especially recount paragraph.

3.   Constructing the post-test: Post-tests were carefully constructed, and they are set up at the end of every cycle to figure out the subjects' achievement.

4.   Designing a rubric to assess students' writing which consists of five components that would analyze: Fluency, Pronunciation, Accuracy, Clarity, and Performance skill.

5.   Constructing the questionnaire: It was given to the subjects at the end of the last cycle to quantify their responses on the implementation of CSR.

3.3.3 Action

The researchers carried out the action when they have completed the planning. The action was carried out by the researcher based on the lesson plan that has been created. As a result, the study focuses on using CSR to help eighth-grade students at SMP N 2 Denpasar enhance their reading comprehension. In this action, the researcher takes on the role of a teacher in the classroom, teaching, and learning. As a result, the activity focuses on what the researcher performs in the classroom during the teaching and learning process, particularly when teaching recount paragraph using CSR. Furthermore, what the researchers do in the classroom during the learning process is not only reliant on the previously developed lesson plan. The researchers engage in three activities.

Pre-activities were the first stage of the teaching and learning process. The researcher acts as a teacher in which purpose of this stage is to activate the students' focus and interest to the lesson given. In this activity, some activities would be done such as: greeting the students and the students reply to the teacher's greeting. Then,

the researcher told one the subject to lead the pray. The researcher then checks the student's attendance list. The researcher stimulation students by giving some questions related with the learning material. At last, the researcher tells the students about the material to be discussed in this lesson. Pre-activity is about 10 minutes for each session.

Whilst-activity were the second phase. In this phase the researcher acts like a teacher who observes, asks questions, explores, and associates and communicates. Here the researcher conducts the teaching and learning process through CSR. In observing, the researcher showed a text that would be explained to attract the subject's attention before they studied the material. In questioning, the researcher stimulated the subject to ask questions that they still did not understand after reading the sample recount paragraph. Then the researcher facilitates and answers the subject's questions one by one, by explaining as simply as possible so that the subject understands well. The next activity was explored and associating. When the subjects explained the questions, they did not understand, the researcher taught the subjects how to understand the reading well. This is an implementation study. The last activity in the while-activity is communicating. Here, the researcher asks the subject to read the narrative text. When the subject reads the text, the researcher listens to examine the subject who has problems with pronunciation. This was an implementation of a CSR called activation.

Post-activity was the last phase. The teaching and learning process was end. In this activity, the researcher asked about all the subject's difficulties or problems as they learnt about narrative text through CSR. The researcher opens question and answer session to invite the subjects who do not understand the material. In

addition, the researcher concludes the teaching and learning process. Thus, the subjects learn about their errors that they made during the teaching and learning process.

3.3.4 Observation

In observation, the researcher observes the situation in the class during the teaching and learning process. By doing the observation the researcher would know the changing behavior of the subjects through collaborative strategic reading in teaching reading text descriptive.

In observation, the researcher observes the situation in the class during the teaching and learning process. By doing an observation, the researcher would know the changing behavior of the subjects through CSR in teaching recount paragraph reading. In addition, the researcher observes the subject's responses in the classroom during the teaching and learning process; consequently, the researcher knows the effectiveness of the strategy that the researcher applies in teaching reading. It is also determined by the increase in the subject's behavior and knowledge when the subject understands the recount paragraph. based on the criteria and how far the action could reach the target. Besides, the subjects' positive changing included the subject's attitude and motivation in teaching descriptive text.

3.3.5 Reflection

Reflection was the last activity in the research procedure. In reflection, the researcher evaluated the progress or improvement of the subjects. On the other side, the purpose is to know the subjects' problem when they studied during the teaching learning process. The results from the observation and post-test would give information to the researcher what should be improved for the next cycle. It also

helped the researcher to prepare the next plan so that the next cycle is better and more successful. Thus, in this activity, the researcher knows about the strengths and weaknesses of implementing collaborative strategic reading (CSR) in the teaching learning process. The strengths of the previous cycle were considered as guidance in the next cycle; however, the weaknesses of this study were revised as a correction for the next cycle.

3.4 Research Instrument

In conducting classroom action research, crucial data was needed to determine the improvement of subjects' reading comprehension. In this study, the researchers used research instruments to obtain accurate data in showing the development of the subjects toward CSR. The researcher will use two instruments to conduct research: tests, and questionnaires. Research instruments are very important for conducting research. CSR would be used as teaching students to improve their reading. Students will be asked to read a text descriptive. The test would be used to assess students' writing skills and would be divided into two tests, pre-test and post-test. The last instrument is a questionnaire that would be used to ask students' opinions whether CSR is useful for improving their reading skills or not.

3.4.1 Test

In this study, there are 2 kinds of tests used to collect data. There were a pre-test and post-test. The purpose of the pre-test and post-test is to measure the student's ability in reading comprehension. A pre-test was given before the technique was implemented to determine the student's ability in reading comprehension before applying the collaborative strategic reading (CSR) strategy

and the problems they faced before implementing this strategy. While the post-test was given at the end of the learning process to assess their abilities and knowledge after the technique is done. There were 10 questions in the form of short answer assignments for students to assess their understanding of the material they have studied, where the questions are open reading comprehension questions. The researcher gave 30 minutes for the students to answer the question. Students write answers and develop opinions, ideas, points of view, and grammatical. Get the assessment score above, is calculated by the scoring rubric based on Brown (2004:228) as follows:

Table 3.1
Scoring Rubric of Short Answer Task

No	Criteria	Score
1	The answer is correct and grammatical	2
2	The answer is correct, but it is ungrammatical	1
3	The answer is incorrect and ungrammatical or is no answer	0

3.4.2 Questionnaires

After implementing CSR (collaborative strategic reading) in eighth-grade students of SMPN 2 Denpasar, questionnaire was administered by the researcher about the responses of eighth-grade students of SMPN 2 Denpasar. The researcher gave the students questionnaire because the researcher wants to know the clear result the changing behaviour of the students during, they learn reading recount paragraph by using CSR. The language used in the questionnaire was Bahasa Indonesia in order avoid the misunderstanding for the students; in which the questionnaire consisted of ten items of five options. They were Strongly Agreeing (Sangat Setuju/SA), Agree (Setuju/S), Undecided (Ragu-Ragu/RR), Disagree

(Tidak Setuju/TS), and Strongly Disagree (Sangat Tidak Setuju/STS). The students should give a check (√) in the columns items of the questionnaire which investigated by based on the rating scale 1-5. In every option above, it has its own scale such as 5 stood for (SA) strongly agree 4, stood for (S) agree, 3 stood for (RR) hesitant undecided 2 stood for disagree, and 1 stood for strongly disagree about the implementation reading comprehension with collaborative strategic reading (CSR). Finally, the results of questionnaires analysed into comparative percentages.

3.5 Data Collection

In this study, data collection was very important. Data collection would answer the problem of this research by using a test that has been given to the subject. The data collection in this study was taken from class VIII 4 SMPN 2 Denpasar in the academic year 2022/2023. Researchers used reading comprehension to observe them based on their problems. To observe students, the researcher asked students to answer questions in the form of student worksheets. To collect data, researchers used three kinds of tests as follows: pre-test, post-test, and questionnaire. The researcher gave a pre-test as an observation before starting the cycle. The pre-test was given to determine the subject's ability before implementing the collaborative strategic reading (CSR) Strategy. Post-test was given at the end of each cycle to determine the improvement of subjects. The questionnaire was given in the last cycle to find out the subject's feelings about the application of the collaborative strategic reading (CSR) Strategy in reading comprehension. After the research started to carry out the learning process, the researcher distributed post-tests to students to assess students understanding. Finally, the researcher was able to complete this research after 75% of the students in class VIII 4 were able to achieve

the minimum completeness criteria and were able to provide a questionnaire to find out student responses about the technique.

3.6 Data Analysis

In this study, there were two kinds of data gained from the result of pre-test, post-test, and questionnaire. The pre-test shows their pre-existing reading ability before the implementation of the technique. The post-test shows the result of the technique over the subjects' learning. The result of the post-test was compared to the result of the pre-test to determine the subjects' learning improvement. If the mean score of the post-test was higher than the mean score of the pre-test, it means that the action is effective to improve the subjects' competency in reading comprehension. Then, the research should analysis the data using formulas that have been provide. The data are analysis to figure out the achievement the subject in reading narrative text. The procedures analyses are as follows:

1. The researcher used mean score formula when the data from pre-test and post-test of the whole subjects were computed. The data obtain from the tests which are given by researcher in the form of the pre-test and post-test should be calculated through the mean score formula. The formula of data analysis are follows:

$$M = \frac{\sum X}{N}$$

Where:

M: mean score obtains

$\sum$X: the total score of the students

N: the number of the students who take the test

2. Then the results of the questionnaire under study are taken to find out the percentages of the subject's responses of the technique that was applied. As the additional data, the result of questionnaire could support the present study. Furthermore, the data of subject's result from the questionnaire were analysis by using the following formula:

Percentage = $\underline{\text{Total Responses on an item}}$ x 100%
                       Total Response on all items

3.7 Success Indicator

The success indicator of this study was when the research subjects have reached the minimum standard 75 for SMPN 2 Denpasar English course. Due to the limited time to conduct this study, the researcher expects that at least 75% of the 41 students from the subject of the study have met the minimum standard or obtained a high score in the SMPN 2 Denpasar English class. Passing reading comprehension in the English class is considered a success of. The research would be called the successful used of collaborative strategic reading (CSR) to improve students' reading comprehension.