THE USE OF COLLABORATIVE STRATEGIC READING FOR TEACHING NARRATIVE READING

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Abstract: This research investigated the effectiveness of Collaborative Strategic Reading (CSR) for teaching narrative reading to Year-11 students of "SMAN 2 Teluk Keramat" in academic year 2015/2016. The research method was quasi-experimental research with experimental group and control group. The data was taken by measurement test using multiple choices. The research findings show the mean score interval of pre-test and post-test for experimental group is 6.36. The mean score interval of pre-test and post-test for control group is 2.38. It means that the interval score of experimental group is higher than the control group. The obtained effect size is 0.403 and categorized as modest effect. Therefore, the effectiveness of Collaborative Strategic Reading for teaching narrative to Year-11 students of "SMAN 2 Teluk Keramat" is modest effect.

Key words: Collaborative Strategic Reading, Reading Comprehension, Narrative Reading.

Abstrak: Penelitian ini dilakukan untuk menemukan tingkat efektifitas dari strategi Collaborative Strategic Reading (CSR) untuk mengajarkan membaca komprehensif teks naratif dalam pelajaran bahasa inggris pada siswa kelas 11 SMAN 2 Teluk Keramat tahun ajaran 2015/2016. Metode penelitian yang digunakan adalah quasi-eksperimen dengan kelompok eksperimen dan kelompok kontrol. Data diambil dengan test pilihan ganda. Hasil penelitian menunjukkan bahwa interval nilai rata-rata pre-test dan post-test kelompok eksperimen adalah 6.36. Interval nilai rata-rata pre-test dan post-test kelompok control adalah 2.38. Hal ini menunjukkan bahwa nilai interval rata-rata kelompok eksperimen lebih tinggi dari kelompok kontrol. Tingkat efektifitas yang diperoleh yaitu 0.403 dan dikategorikan sebagai efek sedang. Maka dari itu, tingkat efektifitas dari strategi Collaborative Strategic Reading (CSR) untuk mengajarkan membaca komprehensif teks naratif dalam pelajaran bahasa inggris pada siswa kelas 11 SMAN 2 Teluk Keramat adalah sedang.

Key words: Collaborative Strategic Reading, Membaca Komprehensif, Membaca Naratif.

English is taught as an foreign language to all of high school students in Indonesia. In teaching English, there are four skills that students should learn. One of the skills is reading. Saville-Troike (2006:155) defines reading as a skill for students to engage in for the development of their language academic competence. It helps students to acquire the information and also to increase their knowledge based on the reading text.

In reading, there is a part called as reading comprehension. Reading comprehension is an attempt to understand, to evaluate, and also to recognize the ideas written in the texts. According to Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Due to comprehending the text, the students are expected to be able to understand what they have read.

To ensure students' understanding, most teachers use one or two strategies for teaching in classroom. In SMAN 2 Teluk Keramat, problem happened when students are not able to understand the text because of the unable to do the work alone. Teacher only use the strategy which focused on student independently. At the end, students could do their best with their scores and tend to fail during understanding reading text. Because of this problem occurred, the researcher promoted a strategy which may help students as well as teacher to do variety in teaching reading comprehension. The strategy is collaborative strategic reading (CSR). This strategy was developed through Klingner & Vaughn (2007:139), it was to teach students reading comprehension through working together cooperatively. CSR was originally designed for teacher-led small groups of students in special education whose first language was not English. CSR teaches students to use comprehension strategies while working cooperatively.

In other word, this strategy helps teacher to arrange the reading class cooperatively. The term of cooperatively rarely used in teaching reading but it is worthy enough to try. Students should work together to achieve understanding of information within the text. Then, students need to work individually and cooperatively and then write down what they have through the text. Collaborative strategic reading is implemented in two phases with each phases have four procedures. Klingner & Vaughn (2007: 144) describe the procedures of CSR strategy. They are previewing, click and clunck, get the gist, and wrap up.

At first phase, student work independently. The procedures, as being said above, will be introduced and implemented by the help of teacher. The teacher guides the students to learn not only the text information but also the strategic which will be used in second phase. In previewing, students are asked by the teacher what they have known about the topic and what they will learn about the topic. The students will write down the answer at the CSR learning log provided by the teacher. At this step, the activity is commonly named as before reading.

After previewing the text, the next steps are click and clunk and get the gist. This step is called as during reading. At this step, students read the text given. The unfamiliar words or sentences will be called as clunk. The students should write down the clunk on the learning log. The CSR learning log provides the column for this getting gist. The students should answer the questions of "*who"* and *"what".* The "*who"* is about the question may be about who are the

characters from the text?. Meanwhile, the "*what"* is the question which would be about what the main idea of the text is. After knowing the answers, the students should fill it on the CSR learning log. For the question "*what",* students should write the answer with no more than 10 words.

In after reading, the last procedure is wrap-up. Students learn to wrap-up by formulating their own questions and answers about what they have learned and by reviewing key ideas. They learn to use the *who, what, when, where, why and how* questions. After generating the questions, the students should write them on the CSR learning log. Next, the students have to write again on the CSR learning log about what they have learned from the story. The last, students collaborate with other students and teacher to discuss what they have found about the text.

Klingner & Vaughn (2007: 143) believes the premise is that CSR would teach students to use those four strategies collaboratively in a good way and a good dialogue will help them bring meaning to the text as well as promote their internalization of the use of the strategies—thus ultimately improving their reading comprehension.

Meanwhile, SMAN 2 Teluk Keramat is one of the senior high school which has never used the strategy before. This strategy also suggested by the teacher to be implemented as another way of teaching reading. It was challenging to conduct an experimental research using CSR in teaching reading narrative text. The purpose of this research is to find out whether the use of CSR is effective in teaching reading narrative text to Year – 11 students of SMAN 2 Teluk Keramat Sambas in Academic Year 2015/2016. The research was intended to help the teacher to build an alternative teaching environment and motivate students in reading class.

METHOD

This research was conducted in a quasi-experimental research. The research applied two groups; experimental group and control group. Each group were given pre-test and post-test. Pre-test is a test given to students as the target of observation before giving treatment. In the other hand, post-test is a test given after applying the treatment. By analyzing and comparing the scores of pre and post-test for both groups, the researcher got the result whether the treatment influences the students' ability in reading narrative text.

Table 1

Quasi-Experimental Design

Experimental	O_1	X	O_2
Control	O_3		O_4

(Cohen, 2007:283)

The particular research participants were Year-11 students of SMAN 2 Teluk Keramat Sambas. They are distributed into 4 clusters consisting of 153 students as shown in Table 2.

Tabel 2
Distribution of Year-11 Students of SMA N 2 Teluk Keramat

Class	Number of Students
XI IPA	37
XI IPS 1	39
XI IPS 2	39
XI IPS 3	38

The clusters were chosen purposively. The teacher suggests the researcher to do the research on the class. They were XI IPS 1 as an experimental group and XI IPS 2 as control group.

The data were collected by a measurement technique. This technique covers pre-test before the treatment to experimental and control group and post-test after the treatment. The tool of the data collecting is a written test. It is multiple choices with 5 options. It consists of 30 items. The validity of the test is based on the content. This test was tried out to measure the test reliability and the discriminating power. The data were collected through the following procedures.

a. Establishing pre-test to the experimental group pre-test of experimental group was conducted in order to know the students' ability in reading comprehension before being treated by CSR.
b. Establishing pre-test to the control group pre-test of control group was conducted in order to know the students' ability in reading comprehension by using the teacher's technique.
c. Giving treatment to the experimental group treatments was given using CSR technique to the experimental group. Treatments were given twice to ensure that there is no simple judgement of the effectiveness using the technique.
d. Establishing post-test the experimental group post-test of experimental group was conducted in order to get the score of students' ability in reading comprehension after being treated twice by CSR.
e. Establishing post-test to the control group post test of control group was conducted in order to get the score of students' ability in reading comprehension. The score is compared to experimental group's post test result.
f. Analyzing the test result after conducting the points above, the result of the tests was analyzed to get the findings.

The collected data are analyzed using effect size formula to measure the effectiveness of CSR strategy for teaching reading narrative text, the effect size (d) formula can be seen as follows:

$$d = \frac{MD_e - MD_c}{Sp}$$

Legends:

d = effect size
MD_e = mean different of experimental group
MD_c = mean different of control group
Sp = Pooled standard deviation

The result of the effect size is classified as seen in Table 3.

Table 3
Effect Size Criteria

Effect size	Qualification
0 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

RESEARCH FINDINGS AND DISCUSSION

Research Findings

After conducting a research in teaching English reading comprehension of narrative texts using Collaborative Strategic Reading (CSR) to Year-11 students of "SMAN 2 Teluk Keramat" in Academic Year 2015/2016, the data were analyzed to answer the research question and to test the hypothesis.

To answer the research problem, the data are computed using Effect Size (d) formula. The computation is as follows:

$$d = \frac{MDe - MDc}{Sp}$$

$$= \frac{6.36 - 2.38}{9.86}$$

$$= \frac{3.98}{9.86}$$

$$= 0.403$$

It can be seen from the above computation that the effect size of using CSR to teach reading comprehension of narrative texts is 0.403. It is classified as modest effect.

The difference of mean score of experimental group (Mde) and control group (MDc) are computed respectively as follows:

MD_E = 42.10 – 35.74 = 6.36 , and

MD_C = 42.94 – 40.56 = 2.38.

The mean score of each group can be seen in Table 4.

Group	**M_1**	**M_2**	**MD**
Experimental	35.74	42.10	6.36
Control	40.56	42.94	2.38

The pooled standard deviation is 9.86. The computation is detailed as follows:

$$Sp = \frac{SDe+SDc}{2}$$

$$= \frac{9.36+10.37}{2}$$

$$= \frac{19.73}{2}$$

$$= 9.86$$

The standard deviations of experimental group (Se) and control group (Sc) are 9.36 and 10.37 respectively. The detailed computation is as follows:

$$SD_E = \sqrt{\frac{\sum x^2 - \left[\frac{(\sum x)^2}{N}\right]}{N}}$$

$$= 9.36$$

$$SD_C = \sqrt{\frac{\sum x^2 - \left[\frac{(\sum x)^2}{N}\right]}{N}}$$

$$= 10.37$$

Discussion

It is found that the students' statistics data for reading comprehension test is increased. The data shows that the mean score of the experimental group in pre test is 35.74 and post test is 42.10. The interval between the mean score of pre test and post test are 6.36. It means that the ability of the students in the experimental has increased after the treatment was conducted. Based on the data analysis, the effect size of using Collaborative Strategic Reading (CSR) for teaching narrative reading is 0.403 categorized as "modest effect". The finding shows the effect given from CSR for the students to teach reading comperehension of narrative texts is not low effectiveness.

The use of Collaborative Strategic Reading (CSR) for teaching narrative reading text is at modest effect. It is categorized that this strategy is low effectiveness. The problems can be due to the obstacles during the research was conducted. The first obstacle was about the understanding of the students to implement CSR as their guidance in reading comprehension. In applying CSR, the teacher should use two phases and the first phase was quite crucial to be understood by the students. However, the students does not give good response regarding to the first phase. It can be seen from their learning log. The learning log of the students showed that they were not really into the learning situation where students' writing at their learning log were quite similar. This shows the first phase tend to fail. In other words, the students were lack of understanding on the text. However, the researcher made the change where students were directed to fill the CSR learning log and gave them the example of it. After that, they slowly understood what the CSR strategy meant.

The next obstacle was that the students were very noisy particularly when they were discussing in their group work. It happened during the second phase of learning by applying CSR strategy. At first, they are eagered to choose their group and the researcher played a game which decided the group. Ofcourse, the researcher had already chosen the leader based on their pre – test score. Unfortunately, Several groups only played and talked about something out of the subject learnt. This happened because of students did not pay attention to the instruction given on how they read and implemented CSR. Moreover, the data showed from the learning log in second phase that the students in several groups had the similar answer. It is caused by the leaders of the group did not pay more attention to their member. That was why the cooperative phase in CSR was not run effectively.

After that, the obstacle was about the condition of the classroom. In conducting the research, the classroom in the experimental group was not equipped by fan nor air conditioner. The schedule for English subject was also in a mid of day. As a consequence, the students felt uncomfortable with the condition in classroom. The schedule of English subject is at the mid of day where it can be stated that during the learning situation the temperature was hot. This happened was not only during the research but also before the research was conducted. According to Brophy (2004:32) An important part of making students feel comfortable in classroom is providing them with a reliably safe and humane

learning environment. This showed that students would gain more successful on learning when they feel comfortable situation.

The time management also played important part of the successfullness of using CSR strategy for teaching narrative reading. This happend to experimental class when using CSR strategy, especially for the second phase was consuming a lot of time. The researcher spent about more than a half hour to choose and arrange the class even the class leader has already been chosen. this should not happened as long as they have known how the first phase ran. The discussion also took a long time. The researcher should come to one group to another so they could understand how this CSR second phase ran.

However, those obstacles were only a small number of research finding which the researcher have found. The findings mostly increased students' effectiveness in reading narrative text. it resulted to the score where the improvement of Experimntal class was higher than Control class. The data showed there was 6.36 for the Experimental class while 2.38 for the Control class. The diffence is around 3.98 point.

The finding of this research, also, is supported by the CSR learning log. This learning log totally helped out the researcher to gain valuable data to be analyzed. Also, this learning log helped the students to work on their reading comprehension, to look for unfamiliar words, and to lead them to find the main idea and information from the text easily. The CSR learning log was quite similar with portfolio where it recorded students' learning in reading comprehension. In this research, the researcher used different model of CSR learning log. It aimed to make students feel like they learn something new.

Overall, The CSR learning Log really hepls students to record their reading activity on comprehending the text. The guided questions which given by the teacher helped the students to get the point of the story line easily.The CSR first phase is good implemented by the students. However, the second phase strategy is not sufficient enough due to the communication should be in English and constructed with many roles. The students are a little bit confused. The total focused of collaborative action where students' learnt reading by collaboration were one of the concern. This strategy, somehow, helped students' who have learning difficulty of understanding narrative reading text.

Although the application of CSR for teaching reading narrative text was modest, the improvement of the students' reading comprehension can be seen from the result where experimental group after the treatment enriched higher than control group with common teaching. CSR would take more effective to record students reading comprehension rather than improving students' reading comprehension skill at this sample research.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the data analysis, CSR strategy improves the students' reading comprehension skill. It is supported by the increase of experimental group's mean score. The mean score of experimental group's pre-test is 35.74 and the mean score of experimental group's post-test is 42.10 It means that the interval of pre-test and post-test is 6.63. Then, the researcher made the conclusions as follows: (1) The hypothesis of "The effectiveness of Collaborative Strategic Reading to teach English reading comprehension of narrative texts to Year-11 students of SMAN 2 Teluk Keramat in Academic Year 2015/2016 is modest if the effect size is 0.21 – 0.50" is accepted. (2) The effect size of Collaborative Strategic Reading (CSR) is 0.403 and it is categorized modest.

Suggestions

Based on the data analysis of the research and the conclusions, the researcher would like to give some suggestions as follows: (1) Classroom situations where it does not support learning activity. (2) In using this technique, make sure that English teacher has very well preparation, especially teaching the strategy on the first phase. The students, at least, understand how to use CSR learning log and the explanation of four strategies (Preview, Clink and Clunk, Get the Gist, and Wrap Up). (3) In CSR learning log, the teacher ensures the use of clear instruction on written paper and what the students are going to do, (4) The teacher is suggested to make CSR learning log based on teacher's interest and creativity so that the learning situation will be cheerful without hanging on instruction from the expert. Ofcourse, the parts of learning log should be included.

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