IMPROVING STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH CSR (COLLABORATIVE STRATEGIC READING)

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Abstract: This research aims to know whether the process of CSR can improve students' reading comprehension on descriptive text to the Eleventh Grade Students of SMA Negeri 1 Singkawang. The research method used is a Classroom Action Research. The study sample is 35 students. Based on the analysis of the data, the mean score in the first cycle was 76,2 which was categorized as good and in the second cycle was 88 which was categorized as excellent. The result of the students' mean score reached 99% of standard minimum score. It can be concluded that CSR can improve students' reading comprehension on descriptive text.

Keywords: CSR, Reading Comprehension, Descriptive Text

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah proses CSR dapat meningkatkan pemahaman membaca siswa pada teks deskriptif untuk siswa kelas XI SMA Negeri 1 Singkawang. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Sampel penelitian adalah 35 siswa. Berdasarkan analisis data, nilai rata-rata pada siklus I adalah 76,2 yang dikategorikan baik dan pada siklus II adalah 88 yang dikategorikan sangat baik. Hasil nilai rata-rata siswa mencapai 99% dari standar nilai minimum. Dengan demikian dapat disimpulkan bahwa CSR dapat meningkatkan pemahaman membaca siswa pada teks deskriptif.

Kata Kunci: CSR, pemahaman membaca, teks deskriptif

Teaching means helping students to learn how to do something, giving instruction, causing to understand. It has an aim to make the students understand from the lesson given. It is usually equalized with transferring knowledge but also to help students responding their environment in an effective way. Teaching in language education emphasizes the acquisition of language competence. It means that the students are encouraged to be able to use the language. To gain success in teaching language, the teacher needs to emphasis more on practice rather than explanation.

Reading is an essential skill for learners of English. For most of learners it is the most important skill to master in order to ensure success in learning. They need to be introduced with as many reading materials as possible in order to help them acquiring many informations and knowledge by the language. Reading provides some activities to help the reader comprehend the written expression.

The reader can get a lot of knowledge, information, enjoyment, or even problem solution. Reading is one way for the reader to receive information from the writer in the form of text. With strengthened reading skill, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

Reading comprehension is one of the pillars of the act of reading. Reading comprehension is the act of understanding what you are reading. Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but can't understand the content of the text, it means that he fails in comprehending passage. The purpose and objective of reading can be achieved well by someone who can read well and get the idea from the passage.

There are three levels of comprehension which are presented from the simple to the complex level of reading. Understanding what we read is really the result of 3 levels of skills. Comprehensions will begin from the easiest level is literal that focuses on reading the passages, hearing the words or viewing the image and then move to the next level is interpretive that focus shifts to reading between the lines, looking at what is implied by the material under study. Understandings at the literal and interpretive levels are combined, reorganized and restructured at the applied level to express opinions, draw new insights and develop fresh ideas (Cuesta College, 2004).

At Senior High School level, the students are expected to be skillful in reading. Based on the syllabus of School-based Curriculum, there are several kinds of text that need to be mastered by the students. They are narration, description, procedure, reporting, recount, news item, analytical exposition, hortatory exposition and spoof. Based on Competency Standard and Basic Competency that says that the students are expected to be able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive and recount text interact with people in the nearest environment. There are many types of texts in reading, which are closely related to the purpose of each type. Descriptive text is one of the text types taught at Senior High School

In this research, the writer focuses in reading descriptive text, because it is the text type to be acquired by eleventh grade students of Senior High School. According to Gerot (1995, p.208) descriptive text is define as a kind of text which is aimed to describe a particular person, place or thing. It also has the generic structure like identification which identifies phenomenon to be described, descriptipn which describes parts, qualities, characteristics and the language function. Students may face difficulty to read this type of text because they need to identify phenomenon described on the text and everything described like particular person, place or thing. The problem was also found when the students were asked to read an article and then restate about the content of the article with their own word. The ability of the students in reading an English text was very

low. Many students can recognize words and know how they are pronounced, but they do not know the meanings.

In order to find the potential solution to the problem above, the writer wanted to investigate how the use of Collaborative Strategic Reading can improves students' reading comprehension on descriptive text. CSR is an excellent technique developed By Klingner & Vaughn (1996) for teaching students reading comprehension and working together cooperatively. CSR originally designed for teacher-led small groups of students in special education whose first language is not English. CSR teaches students to use comprehension strategies while working cooperatively. It is also find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small gtroups.

The goals of using CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. CSR was designed to facilitate reading comprehension for students with reading, learning, and behaviour problems included in general education classroom (Klingner, 2001). In addition, he said that CSR is great for students with learning disabilities because in this technique students are easier to contribute to their groups and feel successful, and they get the help that they need in their reading.

Klingner and Vaughn (1999) has stated the steps in CSR, the first is preview to motivate the students interest in what they are reading, to activate background knowledge and to assist the students in generating predictions about the text to be read. The second is click and clunk to teach students to monitor what they are reading and to think about information in the text that they know more about and information that is causing them difficulties. When they undestand what they read, everyything "click". When they do not undestand what they read, it means "clunk". They must stop reading and discuss the clunk with the teacher. The third step is get the gist to teach students how to determine the main idea of a passage. The last is wrap up to give students an opportunity to review what they have read to assist with understanding and remembering what they have learned.

Because this technique is a kind of cooperative learning that ask the students to work in a group, it can give a benefit for the teacher to pay more attention to the students activities in the class. As Johnson & Johnson (cited in Anuradha A. Gokhale, 1995) said that cooperative teams achieve at higher levels of taught and retains information longer than students who work quitely as individuals.

METHOD

In investigating the effect of collaborative strategic reading to the students' ability in reading, the writer applied classroom action research. In this kind of research, the writer had to follow the stages of classroom action research. There are several stages in classroom action research, there are planning, acting, observing and reflecting. As Kemmis and McTaggart (cited by Cohen, Manion and Morrison, 2000) argue that "to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually

does in everyday life. Meanwhile, according to Kemmis and McTaggart (cited in Anne Burn, 2010), steps of cycle of classroom action research can be described as follow:

Figure 1
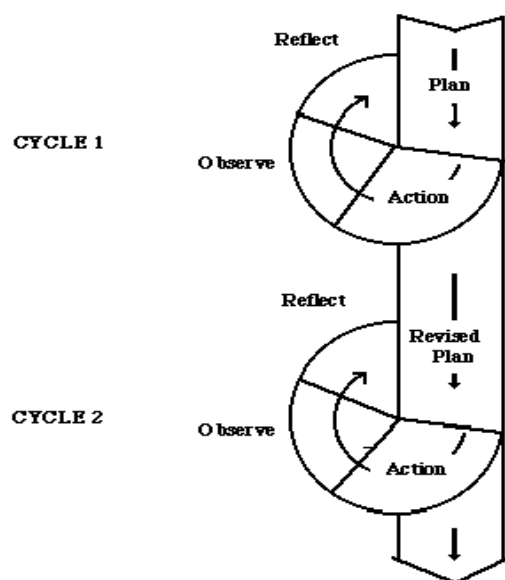
The stages of Classroom Action Research

Cyclical Action Research model based on Kemmis and McTaggart (adapted from Anne burns: 2010)

Following the Anne's cycle, the writer started the research processes from planning, acting, observing and then reflecting the use of collaborative strategic reading. Planning, the writer planned the material of the collaborative strategic reading and prepares everything that she need in process of the research. Acting, the writer did the research in the classroom as the teacher. The teacher explained about collaborative strategic reading and how to do this strategy. The writer also becomes a collaborator observed the activity in the classroom. Observing, the writer observed the class and collected the data during teaching and learning activity. Reflecting, the writer and the teacher discussed about the result. In this step, the writer can measure how effective the strategy used.

The participants of this research were the eleventh grade of SMA Negeri 1 Singkawang. They were 35 students in social class who faced the problem in their reading ability.

The appropriate technique of data collecting is important to gain the objectives of this research. In collecting the data, the writer used triangulation method. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior (Cohen, Manion, and Morrison, 2000:112). In this research, the writer will use measurement and

observation as a technique of data collecting. The measurement is the written test and group performance and then the writer calculates the mean score.

Tool of data collecting used in this research are written test, the tool in collecting data in this research was written test that was given to the students. It focuses on students' reading comprehension. The test was formulated in the form of multiple choices consisting of 10 numbers for first individual test and essays test consisting of 9 numbers for second individual test. Total correct answer of the test was 100. Observation checklist is a note which has the content about the description of activities and class behavior during the implementation of reciprocal teaching technique in improving the students' comprehension in reading descriptive text. This was used to check whether the process is according to the plan. It has ben listed before the observation and filled by collaborator.

The data or the research findings will be discussed based on the result of student's reading test. Each answer has its own scale to score. This is described in the following be formula:

$$Score = the\ right\ answer \times 10$$

To determine students' individual score, the writer provides standard of minimum score used in the school, as follows:

Table 1
Standard Minimum Score

Total Individual Score	Category
0 – 74	Not Passed
75 – 100	Passed

(SKM for English Subject, SMAN 1 Singkawang)

To compute the students' score, the writer will use the formula of mean score. All individual scores will be summed and divided by the number of students in the class.

$$\bar{X}_. = \frac{\sum X_i}{N}$$

$\bar{X}_.$ is The mean of the students' score

$\sum X_i$ is The sum of the students' score

N   is The number of the students

After getting the mean score of the students' reading comprehension, the writer rated the students' comprehension by the qualification of reading comprehension as follows:

Table 2
The qualifications of reading comprehension

Score	Qualifications
80 – 100	Good to excellent
60 – 79	Average to good
50 - 59	Poor to average
0 – 49	Poor

(Modified from Heaton, 1988)

RESULT AND DISCUSSION

Result

The aim of this research is to know whether the process of CSR can improve students' reading comprehension on descriptive text to the Eleventh Grade Students of SMA Negeri 1 Singkawang. The research method that used is a Classroom Action Research. The study sample is 35 students. Based on the analysis of the data, the mean score in the first cycle was 76,2 which was categorized as good and in the second cycle was 88 which was categorized as excellent. The result of the students' mean score reached 99% of standard minimum score. It can be concluded that CSR can improve students' reading comprehension on descriptive text.

Discussion

The classroom action research had been conducted in two cycles that consist of four meetings. There are four stages in this kind of research, planning, acting, observing and reflecting. The teacher kept monitoring and evaluating what had been done the process from the first cycle to the second cycle entirely. She gradually paid attention in every single stage to improve the weaknesses in the first cycle until the last cycle.

In the process of research, the teacher applied collaborative strategy as the strategies to improving students' reading comprehension especially on descriptive text. The writer investigated their ability in identifying the text, finding main idea and supporting details, and then discussed the difficult sentences. By the text description of place, the students discussion collaborate with their friends to answer the question that given by the teacher.

From the data analysis, the students' ability in reading comprehension significantly increases by using collaborative strategic reading. This strategy was helpful for the writer in improving students' reading comprehension on descriptive text.

The first cycle was good because the students interested with the strategy. Although in the beginning of the activities, the teacher work hard to make the students interested with the material. Many students were still busy with their own business rather than listen to the teacher explanation. But, CSR strategy explained by the teacher with the interesting topic could make the students interested. It proved that the students' were enthusiastically followed the teaching and learning

process. Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas.

We can see the implementation of the strategies in teaching learning process. Teacher gives them a handout contained a text. Students preview the entire passage before they read each section. Because of the students like to guessing, so that the teacher asked them to do two things, brainstorm what they know about the topic and predict what they will learn about the topic. After that the students asked to read the passage. When they understand what they read, everything "click". But, when they do not understand what they read, it means "clunk". They must stop reading and discuss the clunk with the teacher.

Then, the teacher applied the next strategy, getting the gist. The teacher explained the simple clue how to find the main idea and supporting details of the passage easily. After that the students practice the clue collaborates with the teacher. Finally, the students were asked to do the last step to complete the strategy, the step is wrapping up. The purpose of this step is to measure the understanding of the students about descriptive text. The teacher asked the students to do the test. The students enjoyed their test and could finish the test quickly.

The mean score in this cycle was 76,2. The result of the test indicated that the students had an improvement in their reading comprehension. But, they still had a problem in understanding the clues in finding main idea and wrote the main idea incomplete.

The following graphic, the writer presents the students' reading achievement in the first cycle:

Graphic 1
The Students' Reading Achievement in Cycle 1

■ Good to excellent ■ Average to good ■ Poor to average ■ Poor

20
14
0
1
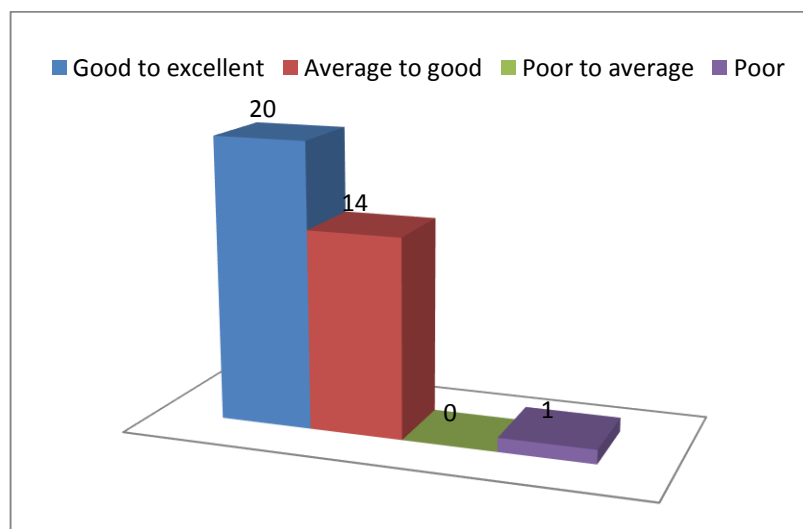
After having the first cycle, in this cycle the students showed the significant progress, even though few students still made a mistake. Overall they were great, they could overcome their problems by discussing with their friend. In this last cycle, the teacher and the writer applied the strategy to help the students improved their reading comprehension. Collaborative strategic reading could make the students interested and enjoy the teaching learning process. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies.

Because of many roles contained in the CSR, some of the students got confused about the roles of the strategy. The students also still became passive learners; only some of them who took part actively in the activities. But the teacher repeated the explanation clearly and make it simple until students understand the roles and can continue the learning activities. During the activity, the teacher also have to provide ongoing assistance, modeling strategy usage, actively listening to students' conversation and help to clarifying difficult words.

The students work in group and share with the other group. They choose the member of the group, who will be a leader, clunk expert, announcer, encourager, reporter and time keeper. After that the teacher gives a cue sheet contained explanations the steps to be followed in learning activities and then they can start to discuss. After finish their group work, they have to applied the strategy that they got into their individual test. From the result of the test indicated that collaborative strategic reading could help the students in improving reading comprehension. It proved from the mean score of the students which was 88. Their achievement produced fantastic score.

The following graphic, the writer presents the students' reading achievement in the second cycle:

Graphic 2
The Students' Reading Achievement in Cycle 2
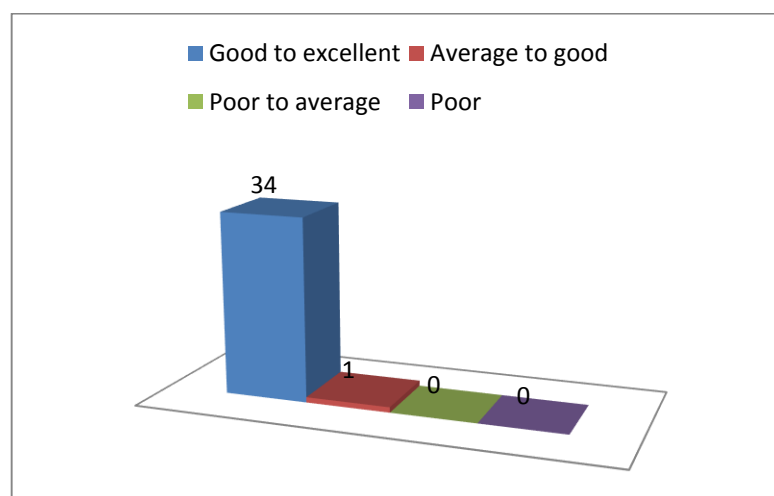
After finishing all stages in two cycles, the teacher was helped by the collaborator to work out the data and the mean score. The research findings showed that the mean score in the first cycle was 76.2 and rise to 88 in the second cycle. This was categorized as good to excellent.

The following graphic, the writer presents the recapitulation of the students' reading achievement from the first cycle to the second cycle.

Graphic 3
The Students' Reading Achievement Recapitulation
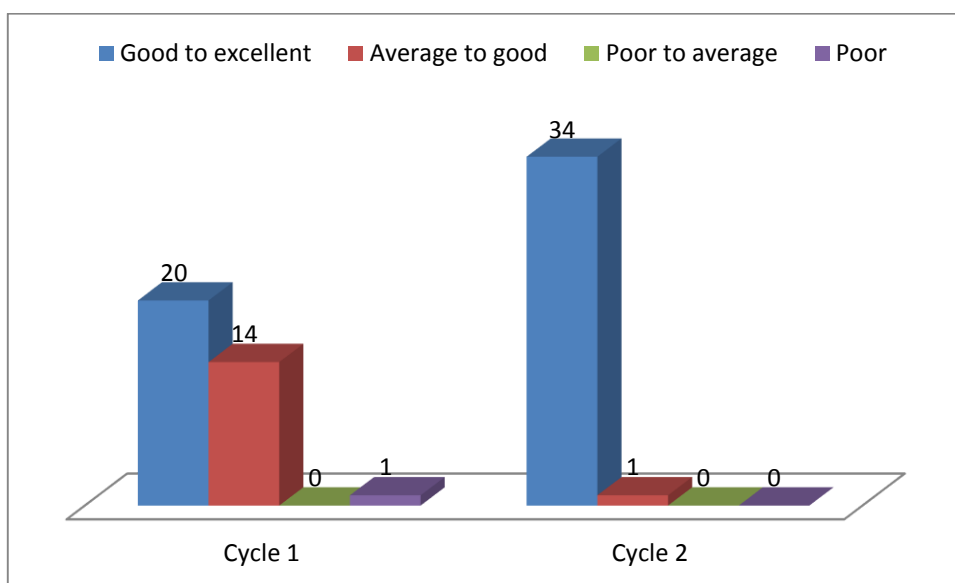
In conclusion, from the result of analysis, the result of the classroom action research was satisfactory. The ability of the students had improved by applying collaborative strategic reading. This strategy helped students to learn more. The students become interested to read the text and it affected their ability in reading comprehension.

CONCLUSION AND SUGGESTION

After investigating on how the process of collaborative strategic reading improve students' reading comprehension on descriptive text and how the result of the students' reading comprehension on descriptive text achievement to the eleventh grade students of SMA Negeri 1 Singkawang, in this part the writer outlines the conclusion and suggestion based on the result of investigation. It includes the result of observation during two cycles done and how collaborative strategic reading improve the students reading comprehension, so it affected the students' reading achievement.

Conclusion

Collaborative strategic reading significantly increases students' ability in descriptive text. Students' reading comprehension was improved from cycle to

cycle. In the first cycle, the students' reading comprehension was low, they cannot identification the text and difficulty to finding main idea. After getting the explanation about the text and getting the clues to finding main idea quickly, the students had improvement in their reading ability. In the second cycle the students had a fantastic improvement with the significant progress. They can comprehend the text, identification and solve the problem in the process of reading the text.

After applying the strategy in improving the students' reading comprehension on descriptive text, the students' reading achievement was improved. The mean score in the first cycle was 76.2 and in the second cycle was 88. It showed that the collaborative strategic reading is effective to improve the students' reading comprehension on descriptive text.

Suggestion

The writer recommends English teacher to apply CSR in teaching learning process because CSR can improves the students' reading comprehension on descriptive text. In implementing CSR, the teacher have to choose an appropriate and interesting topic in order to motivated students in learning. The teacher also have to explain the roles of CSR clearly and make it simple. Not only explained but also the teacher have to be modeling strategy usage so the students could understand easily. In order to have a good learning activity, the teacher should manage the time when applying CSR in class. The teacher may ask the students' opinion about this kind of activity to get input for better activities in the classroom. Hopefully, this research can be useful for achieving more effective English teaching learning process.

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