

COLLABORATIVE STRATEGIC READING (CSR) FOR BETTER READING COMPREHENSION

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Abstrak

Artikel ini bertujuan untuk menguji dampak strategi *Collaborative Strategic Reading (CSR)* terhadap pemahaman membaca siswa. Jenis penelitian ini ialah eksperimen dengan rancangan kuasi eksperimen. Data penelitian ini diperoleh melalui tes pemahaman membaca siswa semester III pendidikan bahasa Inggris STKIP Nias Selatan. Data yang diperoleh dari tes tersebut dianalisis dengan menggunakan T-test. Berdasarkan hasil analisis data, ditemukan bahwa t_{hitung} lebih besar dari t_{tabel} . Dalam arti strategi *Collaborative Strategic Reading (CSR)* memiliki dampak terhadap pemahaman membaca mahasiswa. Strategi tersebut sangat membantu siswa dalam menentukan ide pokok dan menarik kesimpulan dari sebuah text yang dibaca.

Key words: *Collaborative Strategic Reading (CSR), Reading Comprehension*

1. INTRODUCTION

Reading comprehension is a process of constructing the meaning of a text. In the process of it, a reader needs to interact with the text being read. The interaction of reader with text brings him/her to be able to construct the meaning of it. The meaning or ideas constructed depend on the reader's interpretation about the text. In interpreting the meaning of a text, reader's knowledge about the language and the topics of the text are highly needed. It is supported by Wooley (2011: 15) who mentions that the background knowledge of the reader is important in comprehending the written text. Moreover, Meneghetti, Carretti & De Beni, (2006: 291) state that reading comprehension requires the capacity to integrate the information with the knowledge of the reader and results in the elaboration of mental representation. Briefly, by integrating the text with the reader's knowledge, the reader will be easy to construct the meaning of the text.

Besides, it is stated that a reader needs to consider some skills in reading comprehension. Those skills of reading comprehension are guessing the meaning of new words from context, making inferences, finding general idea, finding factual information (Wegmann, Knezevic, and Bernstein, 1985: xi; and Blass, 2007: v). Clearly, in comprehending a text, the readers are expected to be able to interpret the unfamiliar words based on the context, find the main idea and draw a conclusion of the text.

Related to the four skills, Philips (2006: 17) also suggests that readers need to be able to recognize reference in a reading text. Moreover, Spears (2012: xxi) says that identifying the writer's purpose is the important skills of reading comprehension. In other words, in reading comprehension, readers are expected to be able to understand the purpose of the text and recognize the reference in it.

Based on the explanation above, it is concluded that there are seven skills of reading comprehension. There are some skills of reading comprehension needed to be assessed. Mastering the skills will help readers having better comprehension on the text read. Those skills are finding factual information, finding main idea, identifying writer's purpose, identifying reference, understanding words in context, and making inference.

Realizing several ways on how to have better comprehension on a text as mentioned above, it indicates that reading comprehension is highly important. Because the importance of reading comprehension, it is considered to be taught to the students. At STKIP Nias Selatan curriculum, reading is one of courses taught from second to fourth semester. At the end of the course, the students are expected to be able to comprehend a passage of text.

Unfortunately, the expectation of the curriculum has not been achieved. The students have difficulties in comprehending the written texts. The problem faced by students is assumed that they have lack prior knowledge. Another problem is that the students find it difficult to determine the main idea of a paragraph. They also get difficulty in making inference of the text they read.

Furthermore, Discussion is one of the strategies that often used in teaching reading comprehension to the students of English department of STKIP Nias selatan. According to Frederick (1981: 1), discussion is an effective way to facilitate learning. Discussion can provide the instructor with an opportunity to assess student understanding of course material. In addition, by introducing their own observations and questions, students can explore ideas thoroughly. Most importantly, discussions allow students to actively participate in the learning process. Learning is

more interesting and students are often more motivated when they are actively involved in using the course material. Briefly, discussion is a strategy that encourages the students to be involved in the learning process.

Reading comprehension is known as a difficult process. Thus, it is believed that reading strategy is one of a fundamental factor in gaining success in reading comprehension. Strategies play a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation describe in the text. Comprehension strategies are also regarded as deliberate and goal oriented processes used to construct meaning from text.

Dealing with the important of comprehension strategies, there is a strategy that could help a reader understanding a text, namely Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is a strategy for reading comprehension which is applied by teaching some strategies to the students followed by the activity of working in groups. According to Klingner and Vaughn (1998: 32), Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively.

Collaborative Strategic Reading (CSR) strategy can help the students to understand the concepts of a reading text to enhance their' comprehension. It is supported by Klingner and Vaughn (1998: 34) who state that the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. In other words, the contribution of the Collaborative Strategic Reading (CSR) to reading is producing better comprehension of the students.

The use of CSR strategies in reading comprehension in line with the strategies for improving comprehension suggested by Moreillon (2007: 19) in which the background knowledge of the students is activated, then, they make prediction about what they are going to learn. These activities can be seen in the first strategy of CSR – preview stage. According to Abidin (2012: 194) the goals of previewing in CSR strategy are to activate the students' background knowledge about the topic and to help the students make prediction about what they will learn. Briefly, the activities in the previewing stage are activating background knowledge of the students and making prediction.

Moreover, CSR strategy teaches the students how they monitor their reading comprehension. This strategy is provided in the second stage of CSR strategy – click and cluck strategy. As Bremer, et.al (2002: 33) and Abidin (2012: 194) mentioned that click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to

understand text. In brief, click and cluck strategy is used to monitor the understanding about the text, then use fix-up strategy if there are difficulties in understanding the text.

Furthermore, CSR helps the students to determine the main idea of the written text. This activity can be seen in the third stage of this strategy – get the gist strategy. It is supported by Bremer, et.al (2002: 34) and Abidin (2012: 194) who assert that students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned. To sum up, the goal of get the gist strategy is to determine the main ideas of the text by paraphrasing the most important things.

In addition, by the end of CSR – wrap up strategy, the students generate questions and review the important ideas in the text. Bremer, et.al (2002: 35) and Abidin (2012: 194) state that students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. In other words, wrap-up strategy is a strategy in which students generate questions that ask about important information in the passage they have just read and write down the most important ideas of text to review it.

Once students have learned the four strategies (preview, click and clunk, get the gist, and wrap up) and have developed proficiency applying them in teacher-led activities, they are ready to apply CSR in their peer-led cooperative learning groups (Klingner and Vaughn, 1998: 35). This refers to the second phase of CSR strategy. Bremer, et al. (2002: 4-6) mention some procedures of implementing CSR strategies in groups. The first is lecturer assigns students to groups. Each group should include about four students of varying ability. Then, the teacher assigns roles to students. Roles should rotate on a regular basis so that students can experience a variety of roles. Possible roles include leader, clunk expert, gist expert, and announcer. The leader tells the group what to read next and what strategy to use next; clunk expert uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunk(s); gist expert guides the group toward getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details; and announcer calls on group members to read a passage or share an idea.

Moreover, Klingner and Vaughn (1998: 36-37), and Bremer, et.al. (2002: 4) stated that the basic steps to apply CSR in a cooperative learning group are whole class introduction in which the

teacher introduces the topic, teaches key vocabulary, and provides instructions; cooperative group activity during preview, click and clunk, get the gist, and wrap up in which each group member plays an assigned role and fills out a CSR learning log during the activity; and whole class wrap up strategy where a teacher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas. During the cooperative group activity, the teacher's role is to circulate among the groups, clarifying clunks, modeling strategy usage, modeling cooperative learning techniques, redirecting students to remain on-task, and providing assistance.

To sum up, Collaborative Strategic Reading (CSR) is a strategy for teaching reading comprehension that teacher teaches the students to use comprehension strategies while working in group. Students' 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. In addition, during the cooperative group activity, the lecturer needs to help the students in using the strategies.

Based the explanation above, the purpose of this research is to find out the effect of Collaborative Strategic Reading (CSR) on the students' reading comprehension at semester III of English Department of STKIP Nias Selatan.

2. RESEARCH METHOD

This research was an experimental research with quasi design. The population of this research was the third semester students of English Department of STKIP Nias Selatan which consisted of 3 classes (63 students). The sample was chosen by using cluster random sampling strategy. As a result, the 3A became experimental class (21 students) and 3B as control class (22 students).

In having the data of this research, the reading comprehension test was used. A multiple choice test was used to find out the students reading comprehension. The test was made based on the indicators of reading comprehension, namely, finding factual information, finding main idea, indentifying writer's purpose, identifying reference, understanding words in context, and making inference.

The data was collected through posttest of reading comprehension. Then, it was analyzed by using Chi-square for normality testing, variance test for homogeneity testing, and t-test for hypothesis testing.

3. FINDING AND DISCUSSION

This research was conducted in twelve meeting for both classes – experimental class and control class. After treatment, both classes were

given posttest. The result of the reading test was analyzed. Based on the analysis result, both data of the students' reading comprehension were normally distributed and homogeneous. Then, it was continued to hypothesis testing.

The effect of Collaborative Strategic Reading on students' reading comprehension was gathered by testing the hypothesis 1 saying:

H0: Collaborative Strategic Reading (CSR) does not produce better reading comprehension of students than discussion strategy at 3rd semester of English Department of STKIP Nias Selatan.

H1: Collaborative Strategic Reading produces better reading comprehension of students than discussion strategy at 3rd semester of English Department of STKIP Nias Selatan.

The result of reading comprehension' statistical analysis by using t-test for this hypothesis in both of experimental class and control class can be seen in the table below.

Table 1. Summary of t-test Analysis of Students' Reading Comprehension

Reading Strategy	t_{observed}	t_{table}	Note
CSR	2.907	2.018	$t_{\text{observed}} > t_{\text{table}}$ H ₀ : rejected

The table above shows that the value of t_{observed} was 2.907, while the value of t_{table} with the significance level was 2.018. Since the value of the t_{observed} was bigger than the value of t_{table} , it means that H₀ saying "Collaborative Strategic Reading does not produce better reading comprehension of students than discussion strategy at 3rd semester of English Department of STKIP Nias Selatan" is rejected. Consequently, the H₁ saying "Collaborative Strategic Reading produces better reading comprehension of students than discussion strategy at 3rd semester of English Department of STKIP Nias Selatan" is accepted.

Based on the first hypothesis testing of this research, it was found that the Collaborative Strategic Reading (CSR) produced better result to the students' reading comprehension than discussion strategy. Those reading comprehension strategies in Collaborative Strategic Reading (CSR) which was used before, during, and after reading helped the learners to have deeper understanding on the text read. Besides, pre activity in CSR – teaching the strategies to the students – was being guidance to the students how to implement the strategies. This result supports Klinger and Vaughn (1998: 32) who point out that Collaborative Strategic Reading (CSR) is an excellent strategy for teaching students reading comprehension and building vocabulary. The students learn four strategies (preview, clink and clunk, get the gist, and wrap up) as part of CSR for better comprehension. It means that, understanding and using the four strategies comprehension in

Collaborative Strategic Reading (CSR) help the students to have better comprehension on the text read.

Furthermore, reading comprehension strategies in CSR brought the students to be closer to the text read since it helped to activate background knowledge of the students, so that they can predict what the text talked about. This finding verifies the statement of Moreillon (2007: 19 & 76) saying that background knowledge is always behind us backing up our comprehension that enable reader guesses about what will happen next based on what is known from reading the text. It is the sum of the prior experiences we bring to each new encounter with text. In other words, activating background knowledge of students made them to be easier understanding the text because it connects new information with prior knowledge before the new information is integrated and organized.

In addition, the fix-up strategies for monitoring the students understanding in experimental class helped them to recover the meaning of text read. In monitoring the students understanding on the text, they reread the text. It supports the statement of Moreillon (2007: 114) saying that the fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. In other words, when the readers lose their comprehension on text, they can use fix-up strategies. Moreover, in experimental class, formulating questions and answers about what they have learned and by reviewing key ideas, improved students' knowledge, understanding, and memory of what was read. It verifies the statement of Blachowicz and Ogle (2008: 124) saying that questioning is important to activate readers' thinking so that they are able to highlight important concepts of a text. It means that generating questions enable the students to have better understanding, so that they are able to make a review of the important ideas of the text.

The explanation above shows that Collaborative Reading Strategic (CSR) gave significant effect on the students' reading comprehension. This finding consistent with the result of previous study conducted by Fan (2010): CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. In addition, Fitri (2010) investigated the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement. The result showed that means score between CSR and conventional reading activities are significantly different. It means that the CSR is effective to increase students' reading comprehension achievement.

On the other hand, the students in control class which was taught by discussion strategy did not get better reading comprehension. This depended on the participation of the students in the group. In other words, not all the students participated in the discussion, only those are who have more confidence. This condition is contrasted to Frederick (1981: 1), who states that discussions allow students to actively participate in the learning process. Learning is more interesting and students are often more motivated when they are actively involved in using the course material. Moreover, the statement of Davis (2009: 97) who points out that discussion can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence (Davis, 2009: 97). Unfortunately, the students in control class with discussion strategy did not actively participate in the class, only one and two of group member can involve actively.

Such activities in the discussion class or control group did not assist the students comprehend the text. When the students were asked to find the important ideas and factual information in text read, there was no sharing ideas or opinion among them. Some of them did not even know how to effectively participate. It could be seen when they were asked to present their group report. Only one or two of groups could give some reasons of their statement, while the others were just silent

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that Collaborative Strategic Reading (CSR) produces better reading comprehension of students than Discussion Strategy at semester three of English Department of STKIP Nias Selatan. The students' mean score of experimental class who are taught by using Collaborative Strategic Reading (CSR) was higher than the students' mean score of control class who were taught by using Discussion Strategy. It is assumed that strategies covered in CSR assisted students to get involved in activities which are important to get better understanding and comprehension of a text.

5. SUGGESTION

Based on the conclusion above, some suggestions are proposed in this research. It is suggested that the lecturer of STKIP Nias Selatan and other lecturers should apply the strategies in Collaborative Strategic Reading to help students get better reading comprehension. It can help lecturer provides various activities in teaching reading comprehension.

Moreover, It is also suggested to other researchers to develop this research on larger population and samples in order to determine the extent to which the results can be generalized to other population and setting. In addition, it is suggested to other researchers to conduct a research related to students' reading comprehension in a long term of time to make the result of the research more reliable.

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