Implementing Collaborative Strategic Reading (CSR) to Enhance Students' Reading Comprehension Proficiency

Devita Puspita Sari
SMPN 1 Pakusari

Article Info

ABSTRACT

In learning English, reading comprehension is an essential skill required to achieve the learning objectives. It is also common for students to find some challenges in the process of comprehending a text. For that reason, the English teacher needs to overcome this problem by applying appropriate teaching strategies, for instance, Collaborative Strategic Reading (CSR). The implementation of CSR has been done in various levels of education and studied by other researchers in different research designs. The previous studies were mainly focused on students' engagement and students of senior high school. Therefore, it was necessary to conduct a study related to CSR use to improve students reading comprehension, specifically at junior high school. This classroom action research aimed to enhance the eighth-grade students' reading comprehension achievement by using CSR and to know how CSR enhanced the students' participation during learning process of reading comprehension. The research participants were the VIII A grade students of SMPN 1 Pakusari. The data were collected by using reading comprehension test and observation during the teaching and learning process of reading comprehension. After that, the data were analyzed using descriptive statistic to know the students' reading comprehension achievement and their participation after being taught using CSR. The results showed that the use of CSR could enhance students' reading comprehension achievement and participation in reading comprehension class. Hence, it is suggested for English teachers to use CSR in process of teaching and learning reading comprehension.

Corresponding Author:

Devita Puspita Sari
Email: devitaps97@gmail.com

1. INTRODUCTION

Reading is a basic skill that students have to master in order to learn English. Through reading, we can open our mind as well as gain new knowledge and information. According to Mogea et al. (2023) and Bachtiar (2024b), students are expected to understand what the writer wants to say in a text. As stated by (Crawley, 2012), the purpose of reading itself is to comprehend the communication between readers and authors. Reading comprehension involves comprehending words, sentences, paragraphs, and text. Therefore, to know how well students comprehend the whole text reading comprehension achievement test needs to be done. Using short answer comprehension

questions is a common way to assess students' comprehension in foreign language learning (Horbach et al., 2013).

A number of factors in reading, such as teachers, environment, reading materials and reading strategies used to learn reading materials may affect students' achievement (Bachtiar & Nirmala, 2023; Irasuti, Ruminda, & Bachtiar, 2024). Additionally, teaching reading comprehension in English is not a simple thing. Some essential parts of reading namely cognitive skills, strategy use and motivation should be considered before selecting and applying a learning approach. Teachers must be knowledgeable and aware of choosing and applying an appropriate teaching strategy or technique to teach reading comprehension effectively. Moreover, there are several challenges that usually happen in comprehending a text such as lack of vocabulary, low motivation and interest, and problems in finding information from the text. Besides, students need to concentrate their mind to the text in order to comprehend it. Therefore, many students find many difficulties in comprehending texts. Related to the problem, the researcher found the same situation in SMPN 1 Pakusari.

The researcher did a preliminary study by interviewing one of the English teachers at SMPN 1 Pakusari and got the data that the students of VIII A still had problems in comprehending texts. The students had difficulties in finding main ideas and finding the meaning of unfamiliar words. Additionally, the class had the lowest percentage of listening comprehension achievementthat was 64.5 %. Relating to the problems in reading comprehension, the selection of the strategy or technique should particularly fulfill the students' need or purpose. The use of reading strategies and techniques were believed to play vital role in the process of teaching and learning reading. Teaching students how to utilize reading strategies also foster life-longlearning. Therefore, a set of strategy that can be utilized by the teacher is Collaborative Strategic Reading (CSR). This strategy can be used as an option to be applied in teaching reading comprehension specifically for students with reading difficulties. The previous studies related to this teaching strategy were commonly investigated and explored on students' reading comprehension achievement or participation only. These studies also conducted on students at senior high school and used quasi-experimental research design. Therefore, it is crucial to conduct classroom action research dealing with the utilization of CSR in the English classroom to enhance students' reading comprehension achievement as well as their participation at one junior high school in Jember.

2. LITERATURE REVIEW
2.1 Reading Comprehension Achievement
Reading is a basic skill that students have to master in order to learn English. Through reading, we can open our mind as well as gain new knowledge and information. According to (Bachtiar, 2024a; Moreillon, 2007) students are expected to understand and comprehend what the writer wants to say in a text through reading activities. Moreover, Pang et al. (2003) stated that comprehension is an active skill that requires cognitive functions, including word comprehension and connecting information. Reading comprehension involves comprehending words, sentences, paragraphs, and text. Therefore, to know how well students comprehend the whole text reading comprehension achievement test is needed to be done. Creating short answer comprehension questions is a way to assess students' comprehension. This implies that reading comprehension achievement is the students' scores of reading comprehension in result of doing reading comprehension test. Thus, reading comprehension achievement includes students' achievement on word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2.2 Teaching Reading Comprehension
Reading is a complex process because it involves some cognitive activities that makes it complicated to comprehend, instruct, and investigate (Yunus, Bachtiar, Syafruddin, Juhana, & Rachmaningsih, 2023) (Elleman & Oslund, 2019). In reading, the students should be able to find the meaning of words, identify the main idea of the text, and find the implicit and explicit information of the text. Many students find difficulties in comprehending texts. There are several drawbacks that usually happen in comprehending a text such as lack of vocabulary, low motivation and interest, and

problems in finding information from the text. Students need to concentrate their mind to the text in order to comprehend it as well. Therefore, teachers hold an important role to teach reading in the classroom.

Texts that are tailored to interests of the students increase motivation and make comprehension easier. Teachers can use techniques such as comprehension assessments to evaluate students' ability to comprehend textual content in a thorough manner. Sullivan & Brown (2015) also highlighted the importance of motivation and collaborative strategies in learning and teaching process of junior high school students. By doing this practice, students will gain information about the meaning of texts and be able to read various words and sentences (Ghafournia, 2020). They will learn how to identify the text's topic and main ideas first, then continued with understanding the meaning of a paragraph. Students will need guidance from teachers to learn new information and to fully grasp its meaning.

2.3 CSR strategy

Collaborative Strategic Reading (CSR) is a strategy used in teaching reading comprehension to assist students overcome their reading difficulties, work cooperatively witheach other and enhance learning content area stated by Students have to work in small groups and apply four reading techniques as follows: preview, click and clunk, get the gist, and wrap up. (Klingner, Vaughn, Arguelles, Tejero Hughes, & Ahwee Leftwich, 2004) as quoted by (Gani, Yusuf, & Susiani, 2016) separated CSR into before-, during-, and after-reading activities. The activities are including Preview, Click and Clunk, Get the Gist and Wrap Up.

The following steps will be explained as follows: 1) Preview: It is an activity in CSR that occurs before students read a text. Students are required to skim the text and look for clues to make predictions about thematerial they will learn. 2) Click and clunk: It is an activity that occurs while students are reading each section of the text. In this step, students are required to find some unfamiliar words as well as the meaning of the words. 3) Get the Gist: It is an activity that encourages students to determine the main idea in the section of the text they have just finished reading 4) Wrap Up: It occurs after students read the text and apply other techniques (preview, click and clunk, and get the gist). This activity encourages students to create questions and answers about the material they have learned as well as review key information, stated by (Dymock, 2007)

2.4 Previous Studies

The previous research about the use of CSR on the eighth-grade students of SMPN 23 Surakarta conducted by Cahyawati (2016) proved that the students were more active during the reading comprehension teaching and learning process. In this research, CSR helped students engage actively in the learning and teaching process of reading comprehension. Moreover, students were more enthusiastic in finding ideas from the text because they discussed it in group. Riani (2013) conducted a study on eleventh grade students of senior high school in Majalengka. The results show that CSR enhanced students' reading comprehension achievement and participation.

Additionally, in 2016, Zagoto conducted an experimental study on students of third semester of English education at STKIP Nias Selatan. This research was conducted to examine the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension achievement. The researcher used T-test to analyze the data. It was found that the t-count is larger than the t-table. Additionally, this strategy helped students to determine the main idea and draw conclusions from a text. Therefore, it can be concluded that CSR had a significant effect on students' reading comprehension achievement.

Based on the theory and the previous researchers above, CSR can be used to help students understanding and finding information from the text by applying four reading steps. Moreover, their engagement with their friends also increases because theywork in groups. Hence, they recommend future researchers to conduct such research on CSR in different research contexts. Therefore, the implementation of CSR to enhance the eighth-grade students' reading comprehension achievement and participation at SMPN 1 Pakusari remains necessary.

3. METHOD

3.1 Research design

The research design of this research was Classroom Action Research (CAR) with Kemmis and McTeggart's Model (2002). CAR is a type of study that aims to enact improvement of quality in the classroom. It is an easily modified process which permits action and research. Action refers to changes and enhancement of problem in the practice which are done by the practitioners. To improve their reading achievement for the classroom treatment, CSR strategy was used. In this research, the researcher collaborated with the English teacher to identify and define the research problem, plan the action, implement the action of the research, observe the classroom, and do reflection. This action research was conducted with cycle model. Each cycle consisted of four stages: 1) planning of the action, 2) implementation of the action, 3) observation of the action and evaluation of the action, and 4) reflection of the action *(Kemmis, McTaggart, & Nixon, 2014)*

The participants of this research were the students at class VIII A of SMPN 1 Pakusari in the 2019/2020 academic year that consisting of 31 students. T he researcher chose this class because from the preliminary study it was found that the students in this class still had difficulty on reading comprehension achievement, thus it needed to be enhanced. The participants were the students who were chosen based on the percentage of those who got score ≥ 72 was lowest among other classes and it did not reach the minimum requirement score of reading comprehension achievement.

3.2 Research data and analysis

In collecting the data, the researcher used reading comprehension test and observation checklist. Then, the analysis method adapted from Cohen, Manion, & Morrison (2017) used to know the percentage of students' readingcomprehension achievement is as the following formula: E=x 100% Notes: E: the percentage of students who got the score of ≥ 72 in the reading test, n : the number of students who got the score of ≥ 72 in the reading test, N : the number of students doing the reading test. To analyze the percentage of students' participation during the teaching learning process, the formula used is as follow: E= x 100% Notes: E: the percentage of students' participation: the number of students who were active during reading class, N : the number of students who attended the class. The students were categorized as active students if they fulfilled at least three indicators and categorized as passive students if they fulfilled only one or two indicators. In addition, the criteria for the research success were if at least 75% of the students got score ≥ 72 in reading comprehension test and at least 75% of the students were active in the teachingand learning process of reading comprehension by using CSR.

4. RESULTS AND DISCUSSION

The first meeting was conducted on July 22nd, 2020. The action was done by the researcher based on the Lesson Plan 1. In the beginning, the teacher gave material about Collaborative Strategic Reading (CSR) in the form of a power point presentation file. It included the description and the steps that consisted of preview, click and clunk, get the gist, and wrap up. After that, the students were asked to make a group of 4-5 students and created a WhatsApp group. The teacher was in the students' groups as well in order to observe the students' learning process. The observation was conducted in Meeting 1 and Meeting 2. The researcher conducted the action as well as became the observer. The actions were done based on the lesson plans. During the teaching and learning activities, the students' participation was observed by the researcher by using an observation checklist. It consisted of four indicators covering preview, click and clunk, get the gist, and wrap up. The students had to complete at least three indicators to be considered active participants.

In the first meeting, the results showed that 24 students or 77.4% of 31 students were considered as active participants because they completed at least three indicators. There were 26 students who could fulfill the first indicator which was preview. They could skim and make prediction about the text. In click and clunk, there were 23 students who could find the meaning of difficult words in the text. Other students could not find the correct meaning of certain words. Furthermore, students who could fulfill the third indicator were 23. They could find the main idea of each paragraph correctly. The last indicator was wrap up, 24 students could create questions about

the text. This indicator was the most fulfilled one among other indicators. The result of the observation in Meeting 1 could be seen below.

Table 1. The Result of Observation in Meeting 1

No.	Students' Names (Initials)	Meeting 1					
		Indicators				Active	Passive
		1	2	3	4		
1.	A S	√	√		√	√	
2.	A A		√		√		√
3.	A B S W			√	√		√
4.	A F R	√	√	√	√	√	
5.	A H	√	√	√			√
6.	A S		√	√	√	√	
7.	A R	√	√		√	√	
8.	A E R	√	√	√	√	√	
9.	A B R	√	√	√		√	
10.	B K	√	√		√	√	
11.	D L T P	√	√	√	√	√	
12.	D P Y	√	√	√		√	
13.	F N H	√		√	√	√	
14.	F M M		√	√			√
15.	I W A P	√		√	√	√	
16.	I U A	√	√		√	√	
17.	J S	√	√	√		√	
18.	M D	√		√	√	√	
19.	M E D	√	√	√	√	√	
20.	M R S		√		√		√
21.	M R	√		√			√
22.	M I F	√	√	√	√	√	
23.	N P S	√		√	√	√	
24.	N A R	√	√	√	√	√	
25.	N F J	√		√	√	√	
26.	P F	√	√	√	√	√	

27.	R A F	√			√		√
28.	R P I	√	√	√		√	
29.	R A A	√	√		√	√	
30.	R A A	√	√	√	√	√	
31.	S D S	√	√	√	√	√	
	Total	26	23	23	24	24	7

The second meeting was conducted on July 27th, 2020. The action was done by the researcher based on the lesson plan. In this meeting, the activities were similar to as the ones in the first meeting. The teacher asked the students to discuss the task on their WhatsApp groups. Students had to read and discuss a recount text then fill the CSR learning log. Students predicted the topic of the text, found difficult words in the text and the meaning of the words, found main idea of each paragraph and made questions about the text. There was also a discussion session conducted.

In meeting 2, there were 27 students who could complete at least three indicators. Therefore, they were considered as active participants. It showed that in the first indicator the students who could make predictions about the text improved. From 31 students, there were 28 students who completed the first indicator which was preview. This indicator was still the one who got the highest percentage of fulfillment. In the second indicator, 26 students could find the meaning of difficult words correctly. Their answers in meeting 2 were more diverse than the ones in meeting 2. The words they found were also more complicated such as scenery, interesting, and horseback, therefore it was useful for them because they could learn more unfamiliar words. Then, the third indicator which was getting the gist showed that 24 students could find the main idea of each paragraph correctly. There was no student who used Bahasa Indonesia to answer this section. It means that more students could complete this indicator and improved their ability in finding the main ideas and understanding the text. In the last indicator, 25 students could make questions about the text. From the percentage, it could be seen that all students knew how to make 5W 1 H questions. From the result of the observation, there were only 4 students who were considered as passive participants.

Table 2. The Result of Observation in Meeting 2

No.	Students' Names (Initials)	Meeting 2					
		Indicators				Active	Passive
		1	2	3	4		
1.	A S	√	√	√	√	√	
2.	A A	√			√		√
3.	A B S W			√	√		√
4.	A F R	√	√		√	√	
5.	A H	√	√	√			√
6.	A S		√	√	√	√	
7.	A R	√	√		√	√	
8.	A E R	√	√	√	√	√	
9.	A B R	√	√	√	√	√	

No	Name						
10.	B K	√	√		√	√	
11.	D L T P	√	√	√	√	√	
12.	D P Y	√	√	√	√	√	
13.	F N H	√		√	√	√	
14.	F M M		√	√			√
15.	I W A P	√		√	√	√	
16.	I U A	√	√		√	√	
17.	J S	√	√	√		√	
18.	M D	√	√	√	√	√	
19.	M E D	√	√	√	√	√	
20.	M R S	√	√	√	√	√	
21.	M R	√	√	√		√	
22.	M I F	√	√	√	√	√	
23.	N P S	√		√	√	√	
24.	N A R	√	√	√		√	
25.	N F J	√	√	√		√	
26.	P F	√	√	√	√	√	
27.	R A F	√	√		√	√	
28.	R P I	√	√	√	√	√	
29.	R A A	√	√		√	√	
30.	R A A	√	√	√	√	√	
31.	S D S	√	√	√	√	√	
	Total	28	26	24	25	27	4

The reading test was conducted on the third meeting on Thursday, 31st July 2020. The aim of conducting the test was to measure the students' reading comprehension achievement of recount texts. The reading test was administered by the researcher as follows. Firstly, the students had the reading test on Google Form. They were given four recount texts entitled "Fantastic Trip to Seoul", "My Vacation with My Beloved People", "Holiday in Sari Ringgung Beach", and "New Year Holiday Story". The test consisted of 20 items covering text comprehension, paragraph comprehension, sentence comprehension, and word comprehension. The students had to do the test with the time limit until 1 pm due to bad internet connection.

Table 3. The Students' Reading Comprehension Scores

No	Students' Names (Initials)	Students' Scores	Achieved	Not Achieved

1.	A S	75	√	
2.	A A	80	√	
3.	A B S W	60		√
4.	A F R	65		√
5.	A H	75	√	
6.	A S	85	√	
7.	A R	80	√	
8.	A E R	90	√	
9.	A B R	85	√	
10.	B K	80	√	
11.	D L T P	70		√
12.	D P Y	85	√	
13.	F N H\	85	√	
14.	F M M	70	√	
15.	I W A P	75	√	
16.	I U A	60		√
17.	J S	80	√	
18.	M D	90	√	
19.	M E D	90	√	
20.	M R S	65		√
21.	M R	80	√	
22.	M I F	95	√	
23.	N P S	75	√	
24.	N A R	75	√	
25.	N F J	80	√	
26.	P F	95	√	
27.	R A F	70		√
28.	R P I	85	√	
29.	R A A	85	√	
30.	R A A	75	√	

31.	S D S	80	√	
Total			25	6
Percentage			80.6 %	19.4 %

From the results, it was showed that the students of VIII A at SMPN 1 Pakusari could enhance their reading comprehension achievement by implementing Collaborative Strategic Reading (CSR) in the learning and teaching process. The improvement of students' reading comprehension score after the treatment was 16,1%. The result of this action research was relevant with the theory that CSR could be used to enhance students' reading comprehension. In order to find information from the text they had to make predictions based on clues, find difficult words in the text, find main idea of each paragraph, and create questions about the text.

The result of this action research was also in line with the previous research result. The previous research about the use of CSR on the eighth-grade students of SMPN 23 Surakarta conducted by Cahyawati proved that the students were more active during the reading comprehension teaching and learning process. In this research, CSR helped students engage actively in the learning and teaching process of reading comprehension. Moreover, students were more enthusiastic in finding ideas from the text because they discussed it in group. Riani (2013) conducted a study on eleventh grade students of senior high school in Majalengka. From the data, it can be seen that their mean score of reading comprehension test improved to 88. It was in line with the result of this research where the students' mean score improved to 78.7. Thus, it can be assumed that CSR enhanced students' reading comprehension achievement and participation.

Based on the theory and the previous studies above, it showed that use of CSR could help students understanding and finding information from the text by applying four reading steps. Moreover, their engagement with their friends was also raised because they had to do it in groups. To sum up, the implementation of Collaborative Strategic Reading (CSR) could enhance the eighth-grade students reading comprehension achievement and participation at SMPN 1 Pakusari.

4. CONCLUSION

Based on the results of the data analyses and the discussion, it can be concluded that the use of CSR could enhance the eighth-grade students' reading comprehension achievement at SMPN 1 Pakusari because in the implementation of the action students applied four steps namely preview, click and clunk, get the gist, and wrap up. Therefore, the English teachers at the school should use Collaborative Strategic Reading (CSR) in the teaching and learning activity of reading comprehension because it was proven to enhance students' reading comprehension achievement and participation. CSR can be an appropriate strategy and new way to utilize in English classroom. Future researches are suggested to use this research as a reference to conduct a study related to the inetgration of CSR in English classroom.

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