



The Implementation of Collaborative Strategic Reading in Teaching Reading Comprehension at SMK Nurul Islam Pongangan

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ABSTRACT

Students have difficulties in understanding an English text because they lacked vocabulary mastery, which made them lazy to read and feel bored in the learning process. In the teaching and learning process, teachers need methods to make the lesson easier. Collaborative Strategy Reading is an excellent teaching technique to teach students to navigate comprehension and build vocabulary as well as work together cooperatively. Klingner and Vaughn (1998) in Nurhayati (2015) state that Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively. The purpose of this study is to determine the use of Collaborative Strategic Reading (CSR) in reading comprehension instruction, students' classroom responses to the use of CSR methods, and the strengths and weaknesses of CSR in reading comprehension instruction due to the lack of interest in reading activities among students in reading classes. The design of this research is a case study qualitative. In this study, the researcher used observation, interview and documentation to get the data. The result of this study showed that the teacher used three-phase technique. It consists of pre activity, while activity and post activity. The strength Collaborative Strategic Reading is an interesting strategy for teaching English to students because in CSR students are taught to learn cooperatively so that students are free to express their opinions and ask questions, which include previewing, click and clunk, get the gist and wrap up through cooperative work. In the process of using CSR, students showed positive attitudes and actively participated during the implementation of CSR. The weakness of using CSR is it takes quite a long time compared to normal learning because they have to form groups and discuss to come up with accurate answers.

Keywords: Teaching Reading, Collaborative Strategic Reading (CSR), Students' Responses, Strengths and Weaknesses

Introduction

Reading is understanding information in written form. This is supported by Graber and Stoller (2011: 3) who say, "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that reading is a skill to understand the information in the text by interpreting it appropriately. According to Cline (2006), reading is the process of deriving meaning from text. For most readers, this process involves decoding written text. Some individuals require adaptations such as braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

In understanding the information in the text, the problem was about students' reading comprehension. They had difficulties in understanding an English text because they lacked vocabulary mastery, which made them lazy to read and feel bored in the learning process. Furthermore, when they had to answer some questions, they would cheat their friends' answers, and unfortunately, the answer was still false. Ideally, teaching reading has to give students' experience in understanding the information in the text. In the teaching and learning process, teachers need methods to make the lesson easier. The teaching and learning process must be varied so that students feel happy in the teaching and learning process. According to the standard of process No. 22 Year 2016: passive learning patterns become active learning patterns to find (student learning is increasingly strengthened by the learning model of the scientific approach); self-learning patterns become group learning (team-based). Based on the standard of the process, students must be active in the learning process and the learning model is group-based.

In this case, one strategy that can be used in teaching reading based on the standard of the process is the Collaborative Strategic Reading (CSR) method in teaching reading comprehension. One of the reading comprehension strategies is CSR, which is a cooperative learning strategy that can help students solve their problems in reading comprehension. In this strategy, students will be divided into some groups. Each group consists of four students, and each group member has a different role. The roles involve leader, clunk expert, gist expert, and question expert. Thus, students will be active in reading activity, and they will study to cooperate to help one another in understanding the text. CSR was developed by Klingner and Vaughn in 1996 and 1998.

In addition, some previous researchers have proven that Collaborative Strategic Reading is effective in teaching reading comprehension. Klingner and Vaughn (1998) in Nurhayati (2015) state, "Collaborative Strategic Reading is an excellent strategy for teaching students reading comprehension and building vocabulary and also working together cooperatively." It means Collaborative Strategic Reading (CSR) is a good strategy in teaching students' reading comprehension. It can increase students' vocabulary and help them learn how to work together cooperatively. This statement is supported by the previous studies. Attamimi (2014), Liu Huwang (2018), and Anwar (2020) found out that Collaborative Strategic Reading (CSR) has an effect to make students active in reading activity so that it is effective in teaching reading. And the research was conducted by Mursalina (2018). This research used a mixed-method approach, and the data were collected through tests and interviews. The objective of this study was to find out the significant effect and analyze students' perspectives on the advantages and disadvantages of using Collaborative Strategic Reading (CSR). CSR could give the students benefits in promoting the students' self-esteem to work cooperatively in a group. Thus, CSR influences to improve students' reading achievement in teaching reading. Based on the explanation above, the researcher tries to investigate the Implementation of Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension at SMK Nurul Islam Pongangan.

Methods

The design of this research is a case study qualitative which enables to focus on multiple cases, studied in real-life contexts and theory development in the research design phase that depends on multiple sources of evidence. McMillan and Schumacher (2011) in Dianitami (2015: 20) state that qualitative research is an approach referred to as an investigative approach because researchers usually collect data by meeting face to face and interacting with people at the research site. Creswell (2012) states that a case study is an exploration of a bounded system or case or multiple cases over time through detailed in-depth data collection involving multiple sources of information rich in context.

The population for this research involves three classes in grade 10 including MPLB 1, MPLB 2, and TITL and will take six students and a male English teacher who teaches reading comprehension using CSR. In case study primary information was gathered from respondents

using observation, interview and documentation. This research displayed structured observation technique. The objects of this research were one teacher and one classroom. This observation is about the implementation of CSR in teaching reading comprehension. In this research became non-participant observation. The researcher visited the class and recorded notice without involving in the activities. The goals of classroom observation are to find out the implementation of CSR and the students' responses in teaching reading comprehension. Interviews were also used in this research to get answers to relevant research formulations with the aim of knowing the students' responses and the strengths and weaknesses of CSR in their reading comprehension, it is taken from a male of teacher and six students SMK Nurul Islam Pongangan. It provides valuable information in helping researcher understand the phenomena in this research. This research took documentation from the lesson plan and syllabus of teaching reading comprehension by using CSR. Documentation to answer research problem number 1 related to implementation CSR in teaching reading.

Result and Discussion

1. The implementation of Collaborative Strategic Reading by teachers in the classroom

Based on the observation of the teacher when she was teaching reading using Collaborative Strategy Reading, the teacher taught based on the lesson plan. The teacher used a three- phase technique consisting of pre-activities, while-activities, and post-activities. In pre-activities, the teacher greeted the students, checked the attendance list, and used some brainstorming to warm up the students. The teacher opened the class and greeted students with enthusiasm to spread positive energy in the classroom so that students were excited to start the lesson and reviewed the previous material.

In the core activity, before going to the next material, the teacher tested the students whether they knew about the material to be discussed. The teacher explained about the material and gave examples about the Narrative Text material. The teacher made a lot of preparations, such as preparing questions for students, preparing a summary of the material presented in the form of notes or PowerPoint, explaining in detail and in order, and asking students if there are things that are not understood. After the students had received the material, the teacher divided the students into small groups to continue the lesson with the CSR method. Each group had 5 or 6 children, and the teacher explained the CSR method.

Each individual had a different role: the leader, clunk expert, announcer, encourager, reporter, and timekeeper. The teacher opened the textbook which contains a text about Lake Toba. Students previewed some parts of the reading to find out, predict and activate background knowledge about the topic to be discussed. Preview is seen from the title or a few words that are dotted in a text, or through pictures and tables so that students can exchange what they know and predict what students will learn. This strategy aims to monitor students' understanding of the reading text and identify when they have gaps in comprehension. "Click" is when students understand the information contained in the text, and "clunk" is when students encounter a word, concept or idea that does not make sense. After completion, the teacher asked the students to make summaries and questions with 5W + 1H to ensure that students understand the texts read. When the students were working in pairs, the teacher moved around the class, and when the students had difficulties, the teacher helped them and gave a solution. In the closing activity, the teacher gave them feedback on the material that they learned, and also the teacher asked them if they still found difficulties they could ask the teacher.

Table 1

Teacher and students' activity of of CSR in teaching reading comprehension

No	Teacher Activity	Students Activity	Note
1.	Teacher greetings, then he filled class agenda book and checked students' attendance	Students greeting and confirmed the Presence	The teacher opens the lesson as usual, there is no noticeable difference in this phase.
2.	Teacher reminded the students to the topic in the previous meeting by asking some questions	Students remember the material and answer the questions given	There is a difference in the material here, the first meeting reviewed the simple past and continued with the narrative text, the second meeting reviewed the narrative text and continued with the fractured tales.
3.	Teacher introduced CSR method in reading comprehension. He explained the use of CSR	Students pay attention to the teacher explanation	The teacher asks students to study in groups and explains the rules, in this session it is still the same.

4.	Teacher divided students into groups. Each group consists of 5 students. Teacher decided the specific role for the Students	Students followed the instruction given by the teacher	There is a difference in which students have to change the roles they were given in the first meeting.
5.	Teacher gave a narrative text to discuss by the students using CSR method	The students discussed a narrative text text using CSR method	The difference in the second meeting is the use of fractured tells, actually it's still the same including the narrative text, it's just that fractured tells changes the story. The first meeting focused more on the structure of the text while the second meeting focused more on the elements of the story but did not forget to look for words that were not understood.
6.	Teacher gave the conclusion of the Material	The students pay attention to the teacher	As before, the teacher summarises before closing the lesson.
7.	Teacher closing the meeting and left the Class	Students greeting and prepare for the next lesson	With the usual greetings, the teacher closes the class.

Students' responses toward CSR in teaching reading comprehension

Students' responses to learning certainly vary both according to their learning interests and according to the time at which the learning takes place. The first one regarding students' responses based on learning interests can certainly be overcome by teachers using interesting and enjoyable methods so that students are not easily bored, students' feelings of pleasure can increase students' attractiveness and motivation to take lessons. This finding can be seen in the following data based on the student's observation "students seemed to understand the lesson" and on the student's interview "I prefer group lessons like this, it's more relaxed because it's done together". This finding is evidence that the CSR method does not cause

panic or worry if you can't do it, so students enjoy the classroom atmosphere and are motivated to learn.

Facilitative, the data shows that students' interest can be seen in the way they respond to instructions and input from the teacher, actively asking questions and discussing things they have not yet understood in the text. This can be seen from the observation that "students often open the lid of their dictionaries to look for the meaning of words they don't understand in the text they are reading, they also often ask their friends to look for the meaning of words they don't know and they will tell their friends if they know the answer to their friend's difficulties" and the results of the interviews "I like group learning because I understand group learning better, the reason is that I am free to ask questions to both friends and teachers, especially with the division of roles, well that can train the responsibility of my friends" that students feel facilitated by learning in groups. From the results of this research, it is clear that students feel facilitated by the CSR learning method because they can freely ask what they don't know with their friends or teachers, students also learn how to take responsibility in the group.

Joyful, From the results of classroom observations by researchers when students don't understand the explanation in the teacher's language, they will ask their friends, then their friends will explain in their language, which is relaxed and easily understood by their friends, and the results of interviews with students who stated that "it's fun when discussing with friends, the important thing is to respect each other's opinions so that it doesn't get chaotic". From these results it can be seen that the students are very enthusiastic.

Comforting, Comfortable in their class, this can be seen when they interact with their group mates, they exchange answers and opinions and when they encounter difficulties that cannot be resolved with their friends, the students immediately contact the teacher to ask for clarification correctly and in detail. The strategies that used by the teacher could make the students more interested and enthusiasm in learning process and they could practice their reading skill. When the teaching and learning process the students gave a good responses to these strategies but some of the students were not interested in this strategy but, the teacher could attract them to pay attention when she explained the material.

2. The Strengths and Weakness of Collaborative Strategic Reading

The strength of using CSR can be proven from the results of the interviews with the teachers "The strength of using the group learning method is that students very enthusiastic, they are more motivated to learn, maybe because they work together, so if there are difficulties they don't hesitate to ask their friends, This proves that CSR method helps the students to be active without the teacher having to give instructions to ask questions, they will spontaneously ask things they don't know, "students get to know each other better, learn how to work in teams and respect each other's opinions". Besides, this method teaches students to have a high social sense with their classmates, increase familiarity and good teamwork, reduce ego and exchange opinions. Teachers also find it easier to know which students are more active in the group and to ask students who understand to help explain to friends. Meanwhile, from the results of the students' interviews about the strenghts of this CSR method they feel more motivated to learn because they have a team that is ready to help when they have difficulties. After all, they can exchange answers with their group mates and ask each other if they do not understand.

The weaknesses of using CSR can be proven based on the results of the interviews with the teachers, learning in groups takes a long time, so as a teacher I have to divide them into groups, then they discuss on their own, the time is different if I explain directly. Based on this data, it is known that CSR is that it takes quite a long time compared to normal learning because they have to form groups and discuss to come up with accurate answers, besides the teachers sometimes find it difficult when the students do not understand immediately even though it has been explained many times, and also sometimes there are some problems or disagreements from them that make the classroom atmosphere chaotic and not conducive as the results of the researcher's interview with the teacher students when discussing are sometimes busy by themselves, so they need to be directed and reprimanded so it is not uncommon for the class to become crowded and chaotic during the learning process.

According to the students, the weaknesses of this CSR method are when the group members are selfish and do not want to give in, when the distribution of roles becomes a challenge in itself but can be overcome by asking the teacher for help in distributing the roles, Especially when there are only a few children in the group who do the work, the others are just silent and don't even have a thought. when discussing are also crowded so the class is

chaotic. That they also felt that there was injustice when they were in groups but only a few people worked to complete the task while others were just silent and did not participate, and also with the discussion sometimes the classroom atmosphere was not conducive.

Table 2

The Strengths and Weakness of Collaborative Strategic Reading

Strenghts and Weakness			
From students		From teacher	
Strengths	Weakness	Strenghts	Weakness
Easy understand the explanation	Not responsible	Enthusiastic	Takes a long time
	Selfish	Motivated	Not knowing individual abilities
Motivated	Crowded	Respect opinions	Disagreement from students
	Chaotic	High social sense	Busy
		Increase familiarity	Crowded
		Good teamwork	Chaotic
		More active cheerful	
		Not bored	

The discussion should interpret and explain the meaning of the findings. It is suggested to highlight the importance of the research and how it can contribute to understanding the research problem within the area of the research.

Conclusion

There are three findings generated in this study, namely: how the implementation of Collaborative Strategic Reading in reading class by teachers, students' reactions in class when learning takes place and the strengths and weakness of using Collaborative Strategic Reading method in reading class. Based on the observation, interview and documentation analysis have been described above, the use of CSR in teaching reading comprehension applied in group discussion through four learn strategies which included preview, click and clunk, get the gist, and wrap up. It is in line with Jafri (2014) who stated that CSR is a set of four strategies struggling readers can use to decode and comprehend as they read content area text.

This finding is in line with Klingner and Vaughn's (1998) theory who illuminated the four comprehension strategies in CSR, they are preview (brainstorming and predicting), click and

clunk (monitoring understanding), get the gist (finding the main idea), wrap up (generating questions and reviewing). These steps are very important for students to understand the text using the Collaborative Strategic Reading method.

This is also supported by the findings of Beltran's (2008) previous research that when students are actively involved in learning, they are more motivated to learn, more attentive, more participative, and more likely to communicate and share ideas with teachers or friends. Orlich, et al (1998) stated that one of the benefits of cooperative learning is to create an active learning environment. This theory is related to the findings of this study that the Xth grade students of SMK Nurul Islam Pongangan had a positive attitude towards the implementation of CSR. The students followed the instructions and actively participated in the activity. In the learning process, the students created positive relationships among their group members and they were motivated to read. This is also in line with Klinger et al. (2012) who state that working in groups can increase students' self-confidence, as each person plays an important role in the discussion.

In addition to these findings, the analysis of observations and interviews also revealed negative student attitudes. The results showed that the majority of students did not agree with the role in CSR. They rejected the roles given by the group mates because the students stated that the roles did not match their abilities. In using CSR, Demachkie and Oueini (2008) stated that students will spend time on CSR academic behaviour and supporting each other while trying to read the text using a prescribed method. In reality, the cooperative learning process is not really effective.

But it can be assumed that CSR plays an important role in improving students' reading comprehension. This finding is consistent with Dede Nurhayati's (2015) research, which shows that teaching reading comprehension using CSR has a positive effect on the achievement of first grade high school students.

In addition to these findings, the results of this study also show the weaknesses of using CSR. The results showed that students had difficulties in working cooperatively, as there were members who did not contribute to the group. Teachers needed more time to divide students into groups and assign specific roles. This is in line with Klinger and Vaughn (1996) who found that the CSR strategy takes a lot of time to teach to students and a lot of time is wasted in negotiating who will play certain roles. In addition, students with learning disabilities also

need more time to apply it in their own reading. In addition, the process of learning in groups makes the classroom noisy, so teachers have to pay more attention to directing students. This is in line with the findings of Riani (2013), who found that 43.2% of the 40 students in SMAN 1 Talaga mentioned that the noisy classroom situation interfered with the implementation of CSR.

So, the use of CSR in reading comprehension has a good and positive impact to support students, increase students' interest in the learning process, it can be proved by previous research and research produced today, although there are some weaknesses including very time consuming, uneven division of labour and the classroom atmosphere is not conducive, but these problems can still be solved by the teacher.

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