IMPROVING THE EIGHT YEAR STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING COLLABORATIVE STRATEGIC READING (CSR) AT SMPT I GUMUKMAS TKB SYSMSUL ULUM IN ACADEMIC YEAR 2012/2013

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ABSTRACT

Reading is one of the four English skills that must be taught to the students of Junior High School. It has important role in teaching English and it is usually taught in integration with three other language skills (listening, speaking, and writing). The aim of teaching reading comprehension is to enable students to read, understand texts, and materials written in English. To be more specific, they are expected to have skills in the levels of literal, inferential, and comprehension in SMPT 1 Gumukmas TKB Syamsul Ulum did not anymore reach the passing grade (75) and classical mastery (75%) officially stated by school.

The study was intended to improve students' ability in comprehending English text by using collaborative strategic reading (CSR). The strategy has four phases; preview, clink and clunk, get the gist, and wrap up. The students has special roles; a leader, a clunk expert, an announcer, and a reporter. CSR is an effective strategy for teaching reading comprehension since during teaching learning the teacher make some small heterogeneous groups or pairs in order that they can cooperate each other.

The objective of the study is to improve the students' ability in reading comprehension. The study is Classroom Action Research (CAR) using a collaborative design. The procedures of the study consist of five steps, namely: preliminary study, planning, implementing the plan, observing the action, and reflecting on the action. The study is conducted in two cycles in which each cycle is ended by the administration of reading comprehension test to evaluate the students' achievement in reading comprehension.

The study was conducted at SMPT 1 Gumukmas TKB Syamsul Ulum located in Gumuklimo, Nogosari, Rambipuji. It was applied in the first semester of the academic year 2012-2013. The subjects of the study were the eight year students (VIII) comprising 22 students.

The data of the study were obtained from the following research instrument: observation sheet, test, and interview. As qualitative data of the study, the observation sheet and interview were used to describe the process of the implementation was used to evaluate the students achievement in reading comprehension. Conversely, as quantitative data, the result of test in each preliminary action and each cycle was used to evaluate the students achievement in reading comprehension of descriptive text.

The result of the study showed that the implementation of the Collaborative Strategic Reading (CSR) improved the students reading comprehension (literal and inferential). The researcher doesn't apply the evaluate comprehension due to it is too difficult for junior high school students. It also motivated students to be more active and cooperate with their friends in following instruction. The improvement was indicated by the increasing of the students' mean scores of reading comprehension test administered at the end of students means score in preliminary study was indicated by the increasing of the students' means score in preliminary study was 64, 73 in the first cycle and 78 in the second cycle.

Key words: Collaborative Strategic Reading and Reading Comprehension

ABSTRAK

Masalah yang ditemukan pada waktu penelitian adalah (1) kurangnya motivasi siswa, mereka sering merasa bosan untuk membaca, dan malu untuk menjawab atau takut untuk membuat kesalahan, (2) kurangnya kosakata dan struktur, mereka selalu membuka kamus jika mereka menemukan kata-kata yang sulit sehingga perlu banyak waktu dan kelemahan tata bahasa mereka dipengaruhi oleh L1 mereka, (3) siswa tidak memiliki keterampilan kooperatif, mereka malu dan takut untuk berbagi masalah mereka dalam membaca dengan guru dan teman-teman, (4) siswa memiliki kemampuan yang rendah dalam memahami teks bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam memahami bacaan dengan menggunakan bacaan strategi kolaboratif (CSR). Strategi ini memiliki empat fase, preview, dan bunyi denting, mendapatkan inti, dan membungkus.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan menggunakan desain kolaboratif. Penelitian ini dilakukan dalam dua siklus di mana setiap siklus berakhir dengan pemberian tes. Penelitian ini dilakukan di SMPT 1 Gumukmas TKB Syamsul Ulum terletak di Gumuklimo, Nogosari, Rambipuji. Penelitian diterapkan pada semester pertama tahun pelajaran 2012-2013.

Subyek penelitian adalah siswa kelas delapan (VIII) yang terdiri dari 22 siswa. Data penelitian diperoleh dari instrumen: lembar observasi, tes, dan wawancara. Besdasarkan tes awal yang dilakukan sebelum menggunakan CSR, nilai rata-rata siswa adalah 64. Pada tes pertama setelah menggunakan CSR, nilai rata-rata siswa menjadi 73 dan pada tes ke dua meningkat menjadi 78. Dapat disimpulkan bahwa pengajaran menggunakan bacaan strategi kolaboratif dapat meningkatkan kemampuan dalam memahami bacaan.

Kata kunci: collaborative strategic reading (CSR), reading comprehension
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BACKGROUND

The teacher is unsatisfied that the students' competence in reading understanding is still low. Many eighth students at SMPT 1 Gumukmas TKB SyamsulUlum find difficulties when reading an English text. Some factors found during the researcher's surveys are that: (1) the students are lack of motivation; they often

feels bored to read, and shy to answer or afraid to make mistake; (2) the students are lack of vocabulary and structure, they always open the dictionary if they find difficult words so it needs much time and their grammar weakness is influenced by their L1; (3) the students has no cooperative skills, they are shy and afraid to share their problem in reading with their teacher and friends; (4) the students had low ability in comprehending English texts. The students only find English in the classroom. Comprehension is difficult for students because of cultural factors. Reading is one of four important skills in English. Reading is regarded as a decoding skill that is, interpreting codes into ideas.

Based on the discussion above, the writer is interested in carrying out a study on "*Improving Students' Reading Comprehension of Descriptive Text by Using Collaborative Strategic Reading (CSR) at SMPT 1 Gumukmas TKB SyamsulUlum*".

Based on the background of the study, the writer formulates the problem on the study as follows: (1) What is the level of ability of the students' for reading comprehension of descriptive text at SMPT 1 Gumukmas TKB SyamsulUlum?; (2) How to improve students reading comprehension by using Collaborative Strategic Reading (CSR) technique?; (3) How can Collaborative Strategic Reading (CSR) be effective to overcome the lack of students' reading comprehension?

The objectives of the research are: (1) The purpose of the research is to describe CSR can improve the eighth grade students' reading comprehension at SMPT 1 Gumukmas TKB SyamsulUlum in the 2012/2013 academic year; (2) To improve the students' participation in the process of teaching and learning on descriptive text of VIII students by using CSR technique at SMPT 1 Gumukmas TKB SyamsulUlum in the 2012/2013 academic year; (3) To improve the ability in reading descriptive text of VIII students by using CSR technique at SMPT 1 Gumukmas TKB SyamsulUlum in the 2012/2013 academic year.

THE REVIEW OF RELATED LITERATURE

The implementation steps described below were developed through a series of research studies Bryant et al., 2000; Klingner& Vaughn, 1998, 1999; Vaughn et al., 2000; Vaughn, Klingner, & Bryant, 2001 (in Cristine D. Bremer,et al. 2007)

The roles of students learn four strategies as part of CSR plan for strategic reading, they are: (1) Previewis a strategy to activate students' prior knowledge, facilitate their predictions about what they will read, and to generate interest; (2) 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; (3)Get the gistis a strategy to help students identify main ideas during reading; (4) Wrap upis a strategy that teaches students to generate questions and to review important ideas in the text they have read.

The following materials may be helpful as a teacher assists students to use CSR and cooperative learning techniques Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001 (in Cristine D. Bremer,et al. 2007):

(1) Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode about 80% of the words correctly,

(b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting (Texas Center for Reading and Language Arts, 2000);

(2) Clunk cards. Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense, (b) reread the sentences before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know;

(3) Cue cards. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role (see Figure 1 for a sample cue card for a CSR leader); (4) Learning log. CSR learning logs serve two roles: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students (see Figure 2 for a sample CSR learning log); (5) Timer (optional). Timers that students set by themselves can help groups to remain on task.

Score card (optional). The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

The findings in the field before implementing the collaborative strategic reading. It is an introduction activity of the study in which the researcher applied the learning teaching process using conventional strategy or speech strategy, at the same time, observed her self and the students' participation in the teaching learning process. Before implementing the collaborative strategic reading in learning-teaching process, a test was given to the students. It was done to know how far the students mastered the descriptive text before the teacher taught the material. The test conducted on Wednesday, 2nd May 2012 at 07.30-09.00. The text in preliminary study, the researcher found that VIII consists of 22 students but the total number of students who achieve mastery learning was only 13 students, so the percentage of the number of the students who achieve of mastery learning was 59%, and the class means score was 64.

After they were taught using this strategy in two cycles. I teach generally meet twice a week for 90 minutes not more than two weeks. It is also proved by the improvements of the students' mean scores and the percentage of numbers of the students who achieve the mastery learning in reading comprehension of the descriptive text in the post test given in the two cycles.

METHODS

The research design of this study was collaborative classroom action research (CAR). It was done for the sake of finding out an elaborated teaching strategy of reading comprehension that is more applicable mainly for the students of SMPT 1 Gumukmas TKB SyamsulUlum in academic year 2012-2013. There are 22 students of the eighth grade.

The formula is used to know successful or not as follows:

$$M = \sum \frac{X}{N}$$

Note:

M : The mean score of students' reading comprehension achievement

∑X : The total score of students' reading test

N : Total of the students doing the reading test

(Taken from Hadi in thesis Zurotul, 2011: 38)

This research had two variables: (1) Collaborative Strategic Reading was a method of teaching reading comprehension strategies originally designed for teacher-led small groups of students. It has four strategies in its application. They are preview, click and clunk, get the gist, and wrap up; (2) Reading Comprehension was a way of talking about whether or not a child has understood what they have read.

To collect the data in the study (qualitative and quantitative data), three kinds research instrument are used: (1) Observation; (2) Interview; (3) Test consisted of pre-test, post test cycle 1 and pos test cycle 2. Observation did to know and to get complete describe objectively the process of developing and effect from action that was choose about condition of class. Interview was implemented randomly to ask their comments, ideas, view and responses concerning with the application of collaborative strategic reading strategies. A test was conducted to find the learning result. It has high influence to determine whether the strategy is success or not.

The activities during researching are:

1. The researcher observed preliminary action

2. Introduce the material to stimulate the students

3. The researcher explained the instructional objectives to be achieved

4. Ask the students to read the descriptive text, Ask the students to make questions for other group, ask students to do the task, post test

5. Scoring

6. The researcher evaluate how well the group worked together and give suggestion for improvement

In the first cycle, the researcher did some activities related to using collaborative strategic reading. The topic chosen are Cat, Orangutan, The Sea Eagle, Thousand Island, Grand Omega Hotel. The first cycle activities were:

Pre Activity

1. Greet

2. Check student's attendance

Main Activity

1. Assign students to make a group of four

2. Assign students' role

3. Explain the instructional objectives to the students

4. Provide the students' cue sheet

5. Explain the collaborative strategic reading and students' role

6. Introduce the material to stimulate the students' prior knowledge by asking some questions and presenting the media (preview)

7. Ask the students to make predictions about the topic of the text

8. Distribute worksheet

9. Ask the students to read the descriptive text about animal (click and clunk)

10. Ask the groups to restate the main idea, kind of the text, grammar, purpose and generic structure of the text in students' own words about

animal based on the text (get the gist)
11. Ask students to do the task
12. Ask students to answer given task
13. Ask the groups to share their answer in class
14. Ask the students to revise their answer
15. Ask the students to make questions for other group
16. Reflect presented text
17. Give feedback
18. Ask students' learning problem

Post Activity

1. Conclude the material
2. Greet

From the analysis of the learning-teaching reading comprehension process by using collaborative strategic reading (CSR) strategy, it was found that the student's had not been fully active and well-motivated, besides they seemed reluctant to be involve for learning teaching process.

In term of the students' result on the reading comprehension post-test in cycle 1, it was found out that the students' mistake in answering the items of post test covered the three levels of reading comprehension.

From the description above, it was conclude that treatment given in cycle 1 had not met yet the criteria success used in the study. Therefore, the action research should be continued to cycle 2 and some aspects of the teaching strategy used (CSR strategy) had to be revised and improved in cycle 2.

Pre Activity
1. Greet
2. Check student's attendance

Main Activity
1. Assign students to make a group of four
2. Assign students' role
3. Explain the instructional objectives to the students
4. Provide the students' cue sheet
5. Explain the collaborative strategic reading and students' role
6. Introduce the material to stimulate the students' prior knowledge by asking some questions and presenting the media (preview)
7. Ask the students to make predictions about the topic of the text
8. Distribute worksheet
9. Ask the students to read the descriptive text about animal (click and clunk)
10. Ask the groups to restate the main idea, kind of the text, grammar, purpose and generic structure of the text in students' own words about animal based on the text (get the gist)
11. Ask students to do the task
12. Ask students to answer given task
13. Ask the groups to share their answer in class
14. Ask the students to revise their answer
15. Ask the students to make questions for other group
16. Reflect presented text
17. Give feedback
18. Ask students' learning problem

Post Activity
1. Conclude the material
2. Greet

Based on the analysis of the learning teaching reading comprehension process by using collaborative strategic reading (CSR) strategy, it was found that the students had been more active and well-motivated, besides they were not reluctant to be involve for learning teaching process.

From the descriptive above, it was conclude that the treatment given in second cycle had fulfilled the criteria success used in the study.

DATA ANALYSIS

In the preliminary study, the class means score was 64. Then the researcher application of the strategy implemented four phases (preview, click and clunk, get the gist and wrap up) in which were covered in the three phases, namely pre-activity, main activity in which consists of pre-reading, whilst reading, and post reading, the last was post activity in the first cycle and give test. The mean score of students reached 73. The data is as follow:

Table 4.1 The students' Mean Scores on Reading Comprehension Post Test Cycle 1

No	Students	Post-Test Cycle1
1	Aditya	58
2	Afrinda	76
3	Agus S	76
4	Ahmatus	76
5	Alifatus	76
6	Andi Kr.	58
7	Anik I	80
8	Anna F	84
9	Argi d.	56
10	ArifAp	76
11	Bella M	82
12	Cindy R	80
13	Dedy S.	76

No	Students	Post-Test Cycle1
14	Dendi A	58
15	Dian AS	86
16	Dwi N.	78
17	Eka SA	60
18	Eva IS	78
19	Fariz N	78
20	Fitri	46
21	Iin NK	78
22	Imelia N	82
	Total	1598
	Mean Score	73

Source: Test during research

After the cycle 2, the researcher got the data from test during research. The mean score of students reached 78. The data is as follow:

Table 4.2 The students' Mean Scores on Reading Comprehension Post Test Cycle 2

No	Students	Post-Test Cycle 2
1	Aditya	76
2	Afrinda	80
3	Agus S	78
4	Ahmatus	82
5	Alifatus	80
6	Andi Kr.	62
7	Anik I	80
8	Anna F	84
9	Argi d.	56
10	ArifAp	76
11	Bella M	82
12	Cindy R	82
13	Dedy S.	76
14	Dendi A	76
15	Dian AS	90
16	Dwi N.	82
17	Eka SA	78
18	Eva IS	82
19	Fariz N	82

No	Students	Post-Test Cycle 2
20	Fitri	60
21	Iin NK	88
22	Imelia N	82
	Total	1714
	Mean Score	78

Source: Test during research

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result of research findings in which conducted in two cycles, there are some conclusions can be drawn as the answers of the research questions of this study:

1) The implementation of four phases (preview, click and clunk, get the gist and wrap up) of Collaborative Strategic Reading in which were covered in the three phases of reading comprehension (pre-reading, whilst-reading, and post reading) is effective for teaching reading comprehension (literal and inferential reading comprehension) after they were taught using this strategy in two cycles. It is also proved by the improvements of the students' mean scores and the percentage of numbers of the students who achieve the mastery learning in reading comprehension of the descriptive text in the post test given in the two cycles. They are 73 and 73% in the first cycle and 78 and 86% in the second cycle.

2) The implementation of the four phases of collaborative strategic reading in which are covered in the three phases of reading comprehension requires the researcher to follow important procedures. Before the class activity run into the main activity, the teacher assigns students to make a group of four or in pairs, the arranging the groups are based on the score of the previous test, so the high level students can help the middle level or the low level students. Next, the researcher explains the instructional objectives in order to the students understand what they will get from instruction, besides the teacher explained the collaborative strategic reading. In the pre-reading, the preview phase is conducted. The researcher introduces the topic to be discussed by delivering the teaching media and some questions to activate their prior knowledge about it. In the while-reading, the teacher asks the students to read descriptive text while they are doing click and clunk, after that the researcher asks the students to discuss the content of the text (get the gist) by using their own words and share their answers. In the post test, the teacher asks the students to make questions to other groups. Next, she reflected the presented text and giving feed back of the students' problem.

SUGGESTION

The following are suggestions given to the teacher and other prospective researchers:

1) To the teachers: who teach reading comprehension to actively apply the collaborative strategic reading (CSR) for teaching reading comprehension by assigning the students in groups or pairs. The teachers should consider the important procedures in four phases in CSR (preview, click and clunk, get the gist and wrap up) and adapt them into the three phases of reading

comprehension (pre-reading, while reading, and post reading). To support this strategy, the teachers should use teaching media such as picture or real material of the topic discussed to make learning teaching process more interesting and enjoyable for the topic discussed to make learning teaching process more interesting and enjoyable for the students.

2) To other prospective researchers: especially those who are interested in conducting the research dealing with the reading comprehension. It is suggested to use another applicable and effective teaching reading strategy, so that the result of their research findings can be used by other teachers as another alternative teaching strategy especially for teaching reading comprehension.

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