

Improving Students' Reading Comprehension in Narrative Text through Collaborative Strategic Reading (CSR)

Zahara Nur Rahmah, Basturi Hasan, Sudirman

FKIP University of Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1

zaharanurrahmah1@gmail.com

Abstrak. Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan pada kemampuan siswa dalam pemahaman membaca teks naratif setelah belajar menggunakan strategi CSR. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian ini adalah 34 siswa tingkat kedua di SMP Muhammadiyah 3 Bandar Lampung. Tes membaca digunakan sebagai alat untuk pengambilan data. Analisis data menggunakan paired sample t-test. Hasil penelitian menunjukkan bahwa ada perbedaan signifikan pada kemampuan siswa dalam membaca teks naratif dengan tingkat signifikansi $0.00 < 0.05$. Dapat disarankan bahwa pengajaran membaca menggunakan strategi CSR dapat membantu siswa untuk menemukan informasi pada teks dengan mudah.

Abstract. The aim of this research was to find out whether there was a statistically significant difference of students' reading comprehension ability of narrative texts after the students were taught through CSR strategy. This research was a quantitative research. The subjects of the research were 34 students at the second grade of SMP Muhammadiyah 3 Bandar Lampung. The reading comprehension test was used as the research instrument. The data were analyzed using paired sample t-test. The result showed that there was a statistically significant difference of students' reading comprehension of narrative texts with the significance level $0.00 < 0.05$. This suggests that reading through CSR strategy facilitates the students to find the information of the text easily.

Keywords: reading comprehension, CSR strategy, and narrative text.

INTRODUCTION

Naturally, reading is a means of communication between a writer and a reader. According to Grellet (1981: 7) reading is a construct process of guessing and an active process of deriving meaning. By using this skill, the readers try to understand the meaning of the text to get the idea or the information delivered by the writer in written form. McDonough and Christopher (1993: 83) state “reading is the most important foreign language skill”. It means that reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language.

Although reading is stated important as explained previously, reading is considered as a difficult foreign language skill for students. According to Agustiara (2014) in her research at SMPN 13 Bandar Lampung found that the students still faced some difficulties in answering the questions in English especially in reading comprehension exercises. Evidently, during the observation which was conducted at SMP Muhammadiyah 3 Bandar Lampung, it was found that there were some problems faced by the students in their reading, such as: constructing the idea of the text, especially in getting the main idea, finding specific information, finding reference, and making inference. The students also did not have sufficient amounts of vocabulary items. This problem occurred because reading in the classroom only focused on asking students to read the text and answering the question based on the text without facilitating them to comprehend texts properly. Unclear explanation and monotonous strategy

used by the teacher discouraged students to comprehend reading.

To overcome this crucial problem, the role of teacher is very important to motivate and improve the students’ reading ability. As the students’ facilitator, the teacher needs to select a suitable strategy to help the students in improving their ability in reading. In this research, the researcher employed CSR strategy to comprehend a narrative text.

In view of this, Klingner and Vaughn (1998: 32) state CSR is a collaborative strategy that teaches students to use the comprehension strategies while working cooperatively. According to Klingner, et al. (2004) CSR helps students learn some specific strategies such as learning in a cooperative environment, brainstorming and predicting (Preview), monitoring understanding (Click and Clunk), finding the main idea (Get the Gist), and answering questions (Wrap up). By doing these activities, the students are not only encouraged to work together in comprehending the text but also maximizing their involvement and responsibility to understand the text well.

There are several previous studies which found that CSR strategy is an appropriate strategy to improve students’ reading comprehension. For example, research conducted by Riani (2013) at the second grade of a public Senior High School in Majalengka, West Java. The findings showed CSR improved the students’ reading comprehension. Students’

mean score of reading test in the beginning of the study was 67, meanwhile, after applying CSR as reading strategy, their mean scores improved to 88.

Additionally, the second research was conducted by Puspita (2012) at the second grade of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012. The research findings showed that the use of CSR improved students' reading classroom situation of English class. The improvement of classroom situation during teaching learning process occurred include: (1) all students give more attention when teaching learning process was conducted, (2) students' behavior change as a whole and they did not do the useless activity during the lesson, (3) the students were more active during teaching learning process, (4) they were more responsible to do the task.

In conclusion, CSR can be used as an appropriate strategy to improve the students' reading comprehension ability. Therefore, considering the explanation above, the researcher investigated whether there was a significant difference of students' reading comprehension ability after being taught by using CSR strategy and investigated what aspect of reading comprehension improved the most after being taught by using CSR strategy.

METHODS

This research used a quantitative research by applying one-group pretest-posttest design. The population was the second grade of SMP Muhammadiyah 3 Bandar Lampung in second semester of

2016/2017 academic year. Class VIII D which consisted of 34 students was chosen as the experimental class. Reading comprehension test was used as the research instrument for pre-test and post-test which consisted of 25 items in the form of multiple choices with four alternative answers. Try out of the instrument was carried out in order to find out whether the test items were applicable or not in form of validity, reliability, level of difficulty, and discrimination power. The research was conducted in several procedures: giving pretest, giving treatment, giving posttest, and analyzing the data. The students' scores from pre-test and post-test were analyzed by using repeated measure t-test of SPSS 16 program.

RESULT

Before conducting the treatments, the pretest was administered to measure the students' reading comprehension ability before conducting the treatments. The pretest was administered on April 3rd, 2017 in the experimental class, class VIII D. As the result, the total score of pretest was 2004, the mean score of pretest was 58.94, the highest score was 80, the lowest score was 40, and the median was 60.00.

Furthermore, after implementing the treatments to the students using CSR strategy, this research administered the posttest to know whether there was a difference in students' reading comprehension ability of narrative text after being taught through CSR strategy. The posttest was conducted on April 27th, 2017 in experimental class. From the result, it was found that the total of posttest score was 2432, the mean score was 71.53, the

highest score was 92, the lowest score was 56, and the median was 72.00. The students' scores in posttest were higher than their scores in pretest.

The result from the calculation by using repeated measure t-test (SPSS 16.0) shows the mean score of pretest result is 58.94 while in the posttest is 71.53 in which the difference is 12.59 points. It can be inferred that the mean score posttest is higher than the mean of pretest. It means that there is a difference in students' reading comprehension ability after being taught by using

CSR strategy. It can be seen from the following table.

Table 1. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Mean	58.94	71.53	12.59

From the table above, it can be seen that there is a difference of students' reading comprehension ability of narrative text after being taught by using CSR strategy and it answers the first research question. Meanwhile, the second result of the research shows the improvement of all reading aspects. The summary can be seen from the following table below.

Table 2. The Improvement of Each Aspect of Reading Ability

Aspects of Reading	Total answer		Improvement
	Pretest	Post-Test	
Main Idea	53.92%	68.63%	14.71%
Specific Information	60.29%	74.02%	13.73%
Inference	62.35%	74.12%	11.76%
Reference	61.03%	72.06%	11.03%
Vocabulary	58.09%	68.38%	10.29%

In relation to Table 2 above, CSR improves the students' reading comprehension ability in all aspects of reading comprehension, such as identifying main idea which amounted to 14.71%, finding specific information which was 13.73%, making inference which amounted to 11.76%, determining reference which was 11.03%, and understanding vocabulary which amounted to 10.29%. Moreover, CSR mostly improves students' reading comprehension in identifying main idea, in which their ability in that aspect is 14.71% improved significantly.

DISCUSSION

The aim of this research is to find out whether there is significant difference of students' reading comprehension after being taught by using CSR strategy. The results indicate that there is a significant difference of students' reading comprehension ability after being taught by using CSR strategy. CSR strategy was able to increase the students' reading ability where it could be seen from the comparison between the students' pretest score and posttest scores. The difference of mean score from pretest to posttest is 12.59 points where the mean score of pretest is 58.94 and the mean score

of posttest is 71.53. Then, the result was analyzed by using repeated measures t-test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant difference of students' reading comprehension ability of narrative text after being taught by using CSR strategy.

In other words, CSR strategy has positive effect toward students reading comprehension ability. To confirm the result finding, according to Klingner and Vaughn (1998), CSR is an excellent strategy for teaching students' reading comprehension and working together cooperatively. Therefore, this reading strategy can help students to improve their reading strategy in class settings and provide opportunities for them to take more responsibility for their own learning. It is also supported by previous research finding by Riani (2013) that there is an improvement of the students' reading comprehension at the second grade of a public Senior High School in Majalengka, West Java after being taught by using CSR.

Then, this research also analyzed the improvement of each aspect in reading. The five aspects of reading from the test showed that there is an improvement between the students' pretest and their posttest score. CSR strategy improved the students' reading comprehension in all aspects of reading comprehension, such as identifying main idea is 14.71%, finding specific information is 13.73%, making inference is 11.76%, determining reference is 11.03%, and understanding vocabulary is 10.29%.

Based on the data of five aspects in reading, the highest improvement was main idea aspect. It was because, when they were taught using CSR strategy, the students became aware of the main idea in their reading text by doing *Get the Gist* step in implementing CSR strategy. In this step, the students were able to identify the most important point of the text (*people, places, and activities*) and restate those important points in their own words as a way that they have understood what they have read into one sentence. By doing this step, it help them to conclude the main idea of the text. In other words, *Get the Gist* step in CSR strategy had maximized the students' reading comprehension ability in identifying the main idea in the text.

While, the result showed that identifying main idea was the highest aspect of reading comprehension among others in term of macro skills which improved after being taught by using CSR. It has the same agreement with Fan (2010) where conducted a research on 110 Taiwanese students from two intact classes. He found that after receiving CSR instruction, the students performed better on getting the main idea in comparison with the other aspects of reading.

Briefly, it can be concluded that CSR is an appropriate strategy in teaching reading where it can improve the students' reading comprehension. It also can improve the all aspects of reading comprehension and identifying main idea becomes the highest aspect.

CONCLUSION

In line with the discussion of the research findings, the use of CSR strategy gives significant difference toward the students' reading comprehension ability of narrative text. It can be seen from the difference of mean score from pretest and posttest is 12.59. The mean score of pretest is 58.94, while the mean score of posttest is 71.53. Besides, the highest improvement aspect of reading comprehension after being taught by using CSR was main idea. This is because the students were able to work in a group related to the main idea by identifying the most important point of *who and what* (people, activities, and places) from the text and re-stating those important ideas into one sentence. Most of all, CSR can be applied as the alternative strategy to motivate the students which enables to help them to achieve the goals of learning process of reading.

SUGGESTIONS

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Suggestions for English Teachers

As can be seen that the lower two aspects of reading comprehension ability were reference and vocabulary, it is necessary for the English teacher to improve students' understanding of reference and vocabulary by providing exercises: (1) in terms of reference, the teacher can explain about pronoun to the students. (2) in terms of vocabulary, the teacher can teach the students by guessing the meaning of the words through picture and

making the antonym or the synonym in written card. Furthermore, in applying CSR, the teacher should control the students' activities and consider the time allocation to make the efficiency of the strategy itself.

2. Suggestions for Further Researchers

Since this research was conducted using CSR to improve students' reading comprehension ability in terms of macro skills, further researchers, henceforth, can try to use this strategy to improve students' reading comprehension in term of micro skills. After all, further researchers can apply this strategy by using other kinds of text, i.e. descriptive, report, recount, and explanation.

REFERENCES

- Agustiara, Y. 2014. *Improving reading comprehension through get-the-gist strategy at the second grade of SMP*. Bandar Lampung: University of Lampung.
- Fan, Y. 2010. The effect of comprehension strategy instruction on EFL learners' reading comprehension. *Asian Social Science*, 6 (8), 19-29.
- Grellet, F. 1981. *A practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press.
- Klingner, J. K., & Vaughn, S. 1998. Using collaborative strategic reading. *Teaching Exceptional Children*, 30 (6), 32-37.

- Klingner, J. K., Vaughn, S., Arguelles, M. E., Hughes, M. T., & Leftwich, S. A. 2004. Collaborative strategic reading "real-world" lessons from classroom teachers. *Remedial and Special Education*, 25 (5), 291-302.
- McDonough, J., & Christopher, S. 1993. *Materials and methods in ELT: a teachers' guide*. Oxford: Blackwell Publishers.
- Puspita, E. D. 2012. *Improving students' reading comprehension using collaborative strategic reading (CSR)*. Surakarta: Sebelas Maret University.
- Riani, D. O. 2013. Collaborative strategic reading implementation to improve students' reading comprehension. *English Review: Journal of English Education*, 1(2), 231-239.