IMPROVING STUDENTS` READING COMPREHENSION THROUGH COLLABORATIVE STRATEGIC READING (CSR)

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Abstract: The goal of this research was to examine whether or not Collaborative strategic reading (CSR) might increase students' reading comprehension. In this study, students struggled to understand narrative texts. Researchers used one class with pre-experimental design, and the sample consisted of 28 students of class X High School Swadharma Werdhi Agung. Multiple choice is a method of data collection. Before being given treatment, students were given a pre-test and ended treatment, students were given post-test. Based on calculations, the results of the data analysis show that the average value in the pre-test is 46.25, while the average value in the post-test is 81.42. The findings show that there is an increase between the pre-test and post-test values. This shows that CSR was able to improve the understanding of reading students in the class X of the Swadharma Werdhi Agung High School. Conclusion: Collaborative Strategic Reading (CSR) succeeds, and it is recommended that English instructors use it to teach understanding reading narrative text.

Keywords: *Improving, Reading Comprehension, Narrative Text, Collaborative Strategic Reading (CSR)*

INRTODUCTION

Language is vital to human life as a method of communication. People interact in English. Its widespread usage makes it a renowned language. A language organizes communication. Humans communicate via language. Language conveys feelings, ideas, and desires (Mogea, 2020). According to Hampp (2019:1), "language is a tool for

expressing oneself, a communication tool, and a method for social control." According to Parede et al. (2022), "language is a communicator in social, political, economic, and educational sectors."

English is a global language used to communicate in every countries (Liando & Tatipang, 2022). All high school and college students must learn English as a second language. Indonesian schools and programs teach English (Parede et al., 2022). Grammar, hearing, speaking, and vocabulary are needed to learn English. Five things affect English proficiency: This section teaches English via reading. Reading is important for English learning. Students must read fluently, properly, and understand what they read. Reading comprehension isn't easy; it's a process that requires training.

Reading is the most cost-effective method to impart science and technology (Kontu et al, 2022). Reading is a fundamental way to acquire English, says Rombepajung, (2019:4). It's complicated and has several meanings. It's not only reading aloud or following each line on paper. Reading promotes language acquisition, communication, and information transmission (Mandagi et al., 2022). According to Patel and Jain (2008: 113), "reading is an active activity that requires recognition and comprehension abilities." Readers must understand what is being discussed, which entails acquiring grammatical structures and vocabularies and their meaning. Readers must understand what is being discussed, which entails acquiring grammatical structures and vocabularies and their meaning. To make reading meaningful, readers must understand and govern reading processes. Reading fosters creative thinking and curiosity because it improves life (Mogea, 2020).

Reading comprehension is crucial for EFL students (Riung et al., 2022). Reading comprehension is a multifaceted interaction because to read means to understand or to comprehend meaning from printed words or material. Reading activity is a cognitive process that enables the reader to create a mental representation of the text While Kalangi et al.(2019). Reading comprehension is important for students in learning English as foreign language (Riung et al., 2022). Lambe (2017:2) says, "Reading comprehension involves pulling information from context and combining dissimilar

parts."

Collaborative Strategic Reading (CSR) is teaches students reading comprehension, vocabulary, and how to work cooperatively (Klinger and Vaughn, 1998:32). The author wants to use CSR to increase students' narrative text comprehension. Class X will be the research topic in SMA Swadharma Werdhi Agung. This project aims to improve SMA Swadharma Werdhi Agung students' reading comprehension via CSR. According to Palinscar and Brown (1984), CSR promotes pupils to work strategically. Collaborative Strategic Reading (CSR) teaches students reading comprehension and collaboration. CSR was established for non-English-speaking special education students. CSR teaches pupils collaboration understanding. Learn how to help kids with diverse performance levels use comprehension approaches while reading in small groups. CSR was created for expository material but may also be utilized with narratives. Some people can't learn as quickly with CSR, and timid people may feel uncomfortable, according to Mursalina (2018). Collaborative Strategic Reading is time-consuming and hard to manage. Group learning made the classroom boisterous. Learning has interrupted the classroom, thus the teacher should guide the students more.

According to Rebecca (2003), a narrative text portrays logically and chronologically related events caused by specified reasons. She says comprehending a story's plot, theme, characters, events, and interrelationships are vital to understanding it. She emphasizes that a story is a writing that entertains. There's character, setting, and story. Students must grasp the content of narrative texts, not only how they read. Entertaining stories abound. Stories, folktales, anecdotes, fables, parodies, fairy tales, and novels are narrative texts. Stories have characters. Major and minor characters are common. In tales, both animals and plants have human traits. They talk and feel like people (Muhammad Hamid, 2005:85).

As a PPL 2 teacher at SMA Swadharma Werdhi Agung, the author found that many students' reading comprehension was inadequate. Students have trouble reading English. Students experience boredom when learning to read because the teacher's

strategy is outdated and some students can't determine the meaning of vocabulary in the reading text. By using the lecture method, question and answer, and assigning homework without text analysis, many students don't understand the reading text. Many students say their low vocabulary makes English reading challenging. Confused, students were less inclined to learn. The author employed Collaborative Strategic Reading to aid students' understanding (CSR).

RESEARCH METHOD

The author used a pre-experimental design with pre- and post-tests for a single group. Students take a pre-test before therapy and a post-test thereafter. A pre-test is given before instruction or treatment T1 is the pre-test, T2 is the post-test, and X indicates treatment. This research focused on a tenth-grade class with 28 students at SMA Swadharma Werdhi Agung in 2022/2023.

One Group Pre-test Post-test Design

Pre-test	Treatment	Post-test
T1	X	T2

T1: Before implementing Collaborative Strategic Reading, evaluate students' text comprehension.

X: Example class using collaborative strategic reading.

T2: After utilizing Collaborative Strategic Reading, measure students' written comprehension.

Pre- and post-tests were given. Before utilizing CSR, a pre-test and post-test would be given. Students' progress was determined by pre- and post-tests.

1. Pre-testing the material
2. Analyzing pre-test data to build a student treatment plan
3. Using CSR as treatment (CSR)

4. Post-test introduction

5. Data organization

6. Data analysis

7. Conclusion-building

8. Final report

Next is data analysis, in this investigation author calculated mean score using (Sukardi, 2003 p.88)

$$\bar{X} = \frac{\Sigma X}{N}$$

Where

$\bar{X}$: Mean of the score

ΣX : The total score of students

N : The total number of students

FINDINGS AND DISCUSSION

This was a quantitative research with 28 tenth-grade students from SMA Swadharma Werdhi Agung. Multiple-choice examinations were used to gather data. This research tested whether Collaborative Strategic Reading (CSR) improves tenth-grade students' reading comprehension. Pre- and post-test reading comprehension scores show that. Each group has 28 pupils from the researcher's assigned class.

Following these stages, the researcher analyzes the data:

1. Table 1. The data of students in T1 (pre-test) T2 (post-test)

2. Table 2. Frequency distribution matrix of T1

3. Table 3. Frequency distribution matrix of T2

4. Table 4. The mean score of pre-test and post-test.

Table 1. The data of students in T1 (pre-test) and T2 (post-test)

Name of the students	Pre-test (T1)	Post-test (T2)
Ni Kadek Srisuryani	55	80
I Komang Werdhi Santiasa	50	95
I Made Dwijendra Putra	20	65
I Komang Jati Sasatra Pra Yoga	25	80
Ni Luh Citrawati Diningsih	45	95
I Made Abhimanyu	50	95
Ni Kadek Sarmita	25	80
Ni Kadek Dwisinta Widiasari	55	90
Mishamat zisikifli sisripno	50	90
Dwi Gita Purnami	60	90
Josia Christian Joy Kanter	35	90
I Kadek Adi Sukanta	20	65
Made Kumara Wijaya	40	60
Maria Sofi Tomaringku	45	85
Ni Putu Eka Wijayanti	55	85
I Made Marlo Dwijantara	50	90
Ayu Sri Astuti	45	60
Wily Julyan Saworong	55	95
I Made Pandu Krisna	65	100
Ni Kadek Ayu Dwiyanti	65	85
Gusti Ayu Arianti	65	95
Ni Made Aldin Kirana Destiarini	30	55
I Putu Arya Andika Satriawan	35	85
I Kadek Adi Putra	40	60
Ni Wayan Mirnawati	60	85
Afdalisa Modeong	65	90
I Made Robi Andika	60	80
I Putu Arditya Saputra	30	55
Σ	1295	2280
$\bar{X}$	46.25	81.42

Based on the statistics, students of the 28 test-takers in table 1 might improve their exam scores. The mean score of computation above:

n = 28

$$\bar{X} = \frac{\Sigma\times}{n}$$

$$= \frac{1295}{28}$$

= 46.25

The result of computation of mean score of pre-test above that the mean score was 46.25

The mean score of computation above:

n = 28

$$\bar{X} = \frac{\Sigma\times}{n}$$

$$= \frac{2280}{28}$$

= 81.42

The result of computation of mean score of post-test above that the mean score was 81.42

Table 2. Frequency distribution matrix of pre-test (T1)

Scores	Tally	Frequency	Freq-%	Cumulative Proportion	Cumulative presentation
65	IIII	4	14.28%	28	100.00
60	III	3	10.71%	24	85.72
55	IIII	4	14.28%	21	75.01
50	IIII	4	14.28%	17	60.73
45	III	3	10.71%	13	46.45
40	II	2	7.14%	10	35.74
35	II	2	7.14%	8	28.6
30	II	2	7.14%	6	21.46
25	II	2	7.14%	4	14.32
20	II	2	7.14%	2	7.18

Table 2. revealed that 28 students participated in the pre-test. There were four (4) students with the highest score of 65 points. While two (2) students had the lowest score of twenty (20), three (3) students obtained sixty (60), four (4) students reached fifty-five (55), and three students achieved forty-five (45).

Both twenty-five (25) and three (3) were accomplished by two (2) students.

Table 3. Frequency distribution matrix of post-test (T2)

Scores	Tally	Frequency	Freq-%	Cumulative Proportion	Cumulative presentation
100	I	1	3.57%	28	100.00
95	IIIII	5	17.85%	27	96.43
90	IIIII I	6	21.42%	22	78.58
85	IIIII	5	17.85%	16	57.16
80	IIII	4	14.28%	11	39.31
65	II	2	7.14%	7	25.03
60	III	3	10.71%	5	17.89
55	II	2	7.14%	2	7.18

Table 3. revealed that of the 28 students who took the post-test, just one received a perfect score of one hundred (100). Five (5) students received a score of 95, six (6) students received a score of 90, five (5) students received a score of 85, four (4) students received a score of 80, two (2) students received a score of 65, three (3) students received a score of 60, and two (2) students received the lowest score of 55. (55).

Table 4. the mean score of pre-test and post-test

	Pre-test	Post-test
Mean score ($\bar{X}$)	46.25	81.42

Discussion

This study intends to assess whether tenth-grade students at SMA Swadharma Werdhi Agung can adopt collaborative strategic reading (CSR). Pre-test and post-test results differed significantly, according to this research. Post-test scores were higher than pre-test results. It shows that teaching reading comprehension using collaborative strategic reading (CSR) was effective. Not all students can do well.

Author gave pre- and post-tests as research instruments. Exam material was delivered. This was a multiple-choice test. Pre- and post-tests each included 20 multiple-choice questions worth five points. *Cinderella and Snow White* was the instructor's narrative question. Pre-test and post-test scores differed as seen in tables 1, 2, and 3. Post-test scores improved. It refers to a method that impacted their ability to comprehend narrative content. Data showed 28 students took the test. Four students scored 65 on the first exam (pre-test), while two scored 20. One student scored 100 on the second post-test, while two scored 55. (55).

4 Pre-test (T1) average was 46.25, post-test (T2) average was 81.42. This research compared pre-test and post-test data, hence the post-test result is better. Reading comprehension was remained low between the pre- and post-tests. After (CSR) treatment, youngsters' reading skills may increase, helping them understand text.

In addition, reading is a very important need for students, so there is a need for efforts to invite students to have the habit and pleasure in reading (Tatipang, Oroh & Liando, 2021). Especially in English lessons, reading is very necessary because English teaching today is very different from previous teaching. Reading comprehension is one of the English skills taught in schools. Being able to read and understand English material well is the main goal of learning English.

Based on the 2013 curriculum, the purpose of teaching English for schools from elementary to upper levels is to understand the material for understanding the types of texts in English. In addition to understanding the types of text, students must also be able to use these types of text in everyday life. So now students have a heavier burden in learning English. Students must have more vocabulary. To improve vocabulary, students must be able to read well. To be able to read well, students must have the pleasure and ability to read (Manuas, Tatipang & Pratasik, 2022).

The reality in the field, there are still many students who do not like to read for various reasons that affect student learning outcomes (Tatipang et al, 2022). One of them is caused by a lack of motivation and ability to read, especially for reading comprehension. In addition, another reason is that the time provided is also very limited. The classroom atmosphere is also very boring, because usually learning is only done in the classroom with very limited materials or materials. Usually students only read textbooks that have been determined. This is because students only buy certain books that are required by the school.

Students want to look for books or other reading materials if there is only an assignment from the teacher. This makes students unable to read well due to lack of practice. Realizing the above facts, it is considered important to find solutions, so that students have the will and interest to read, namely by inviting students to read more reading materials through CSR method. In learning to read, the teacher hopes that the students will be able to understand the reading and evaluate it well without any disturbance of the students' inability to master the structure and vocabulary. Even students are expected to be able to read without any help from the teacher (independent readers).

Choosing the appropriate teaching method with the level of the students and the material going to be taught is a tricky task (Liando, Tatipang & Lengkoan, 2022). Unfortunately, it is found that the materials used by the teacher are uninteresting for the students. The reading materials are not suitable with the students' ability, needs, and condition. It is also found that the reading materials do not

connect with the student real life since the topics are not familiar. Some of the teachers are not considering the students knowledge, needs, and how the learners understand about the materials when choosing it. The material can be more easily if the materials are familiar to them and it is close to the students' life.

In addition, the use of appropriate learning media and techniques will stimulate student activity, attract student interest, and create a pleasant learning atmosphere because technique is the spearhead of classroom learning. Therefore, it is necessary to have learning techniques that can trigger and force students to actively read readings English (Lumentut & Lengkoan, 2021). This technique can later be used by teachers to improve students' skills in reading comprehension in English.

Vocabulary is very important to reading comprehension (Liando et al, 2022) and (Andries et al, 2019). Readers cannot understand what they are reading without knowing what most of the words mean. It is really hard for the students to comprehend the text when they are lack of vocabulary. It takes times when the students should check the dictionary when they found any new word in their reading activity. There is probably no sounder way to improve your reading permanently than by building a strong, precise vocabulary, and the only way to build your vocabulary is by reading a lot.

One technique that can be used in learning German reading skills in schools is the Collaborative Strategic Reading (CSR) technique. This technique is a combination of Reciprocal Teaching and cooperative learning (Cooperative Learning). This technique was first used by Klingner and Vaughn in 1998. In this technique the teacher guide students in reading comprehension texts and students also work cooperatively in a team of five students. In this CSR technique there are four stages, the first is preview, namely the strategy used to dig up information before reading the text, then the second is click and clunk, which is the stage to dig up information in the text when they read the text. Then the third stage is get the gist, in this stage students will conclude the main idea of the reading they have read, then the last is wrap up in, at this stage, students will make questions and conclude about what they have learned.

By using the Collaborative Strategic Reading (CSR) technique, researchers seek solutions to overcome problems in the field related to English reading skills. From each research finding that has been described above, the researcher can prove that the effectiveness of the use of Collaborative Strategic Reading (CSR) techniques in learning English reading skills is very true and tested.

CONCLUTION and SUGGESTION

Based on tenth-grade studies at SMA Swadhama Werdhi Agung in 2022/23, CSR may improve reading comprehension. The post-test score (X) was 81.42 and the pre-test score (X) was 46.25. Collaborative strategic reading in SMA Swadharma Werdharma Agung narrative text on reading comprehension is effective.

Based on the findings, the researcher would like to make the following recommendations: For teachers: Try to employ collaborative strategic reading (CSR) practices while teaching English or other subjects so that pupils do not get disinterested in studying. For students: Students are required to read more reading material and are expected to pay closer attention to classroom instruction. For researcher: Hopefully, this study might serve as knowledge or a reference for future researchers.

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