

IMPLEMENTING COLLABORATIVE STRATEGIC READING (CSR) IN TEACHING READING NEWS ITEM TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Dalam makalah ini penulis mendiskusikan pengajaran keterampilan membaca dengan mengimplementasikan *Collaborative Reading Strategic* (CSR). CSR merupakan teknik pengajaran yang tepat untuk mengasah kemampuan membaca siswa, memperkaya kosa kata dan belajar untuk bekerja sama demi mencapai suatu tujuan. Dalam hal ini *Collaborative Reading Strategi* (CSR) mencakup 4 fase seperti, *Preview, Click and Clunk, Get the Gist*, dan di tutup dengan *Wrap Up*. Makalah ini memaparkan bagaimana memanfaatkan *Collaborative Reading Strategy* (CSR) dalam upaya meningkatkan kemampuan membaca siswa. Dimulai dengan pemaparan masalah-masalah yang dihadapi oleh sebagian besar pengajar Bahasa Inggris di kelas, dan dilanjutkan dengan pemaparan teori-teori berupa pengertian dari Reading, *Collaborative Reading Strategy*, dan teks *news item* itu sendiri dan makalah ini juga dilengkapi dengan model pembelajaran *reading* dengan menggunakan CSR. Penulis berharap makalah ini dapat diaplikasikan sehingga membantu para pengajar Bahasa Inggris khususnya di kelas *reading*, dalam upaya mereka meningkatkan kemampuan membaca siswa.

A. Introduction

Reading as the sub-skill in teaching and learning English process has to be understood well by all of English learners, because reading will be the main skill that often uses to measure the ability of learners in English. Anderson in Silberstein (1998:15) states that reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor, is it only in the reader. Next, Urquhart and Weir (Silberstein, 1998:15) define reading is the process of receiving and interpreting information encoded in language through the media of print. So, it is really clear to be understood that readers need to be active in finding meaning, idea, or information in one passage; they will read the passage and try to get the information from printed material.

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In addition, Zainil (2008) argues that reading is a written communication. A reader is communicating with writer while reading a text. When reader reads the text, he tries to understand the writer's ideas and give response. The response can be positive or negative. If the readers' response is positive, he will agree with the writer's idea, and if the response is negative, it means the reader disagrees. So the communication between reader and the writer happen if the reader's idea connects to the writers'.

Furthermore, Clay Hampton (2009) defines reading as a message-getting process, and comprehension takes place as the reader strives to create meaning. It means that reading is a process. Readers, for the first time, will comprehend word by word, sentence by sentence, paragraph by paragraph, and finally will get message in a text. It is important for readers to acquire knowledge, strategies, and experience in order to understand the text deeply.

On the other side, Ferris (2009) says that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). It means that in reading activity, readers do not only get information from the text, but also use some strategies to find it. Then, readers' cognition has the important role as long as interaction with the writer. Therefore, a teacher needs to recall students' prior knowledge before reading in order to connect the students though with the writers.

However, based on the writer's experience on her teaching practice on February 2011 at Junior high school 4 Bukittinggi, West Sumatra, there are still some problems appear in reading class. The problem that faced by the teacher is the method used in the reading class. Sometimes it is out of date and makes students bored in class. And others are aroused from the student. They are lack of vocabulary, and their motivation in reading a text is need to be improved.

Choosing the appropriate teaching method with the level of the students and the material going to be taught is a tricky task. 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.

Vocabulary is very important to reading comprehension. 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.

Motivation is an important internal factor of a person to have a better effort, and get a better result. Student with lack of motivation is another problem in reading class. So, their writing does not reached the standard that stated by curriculum. Based on this situation, we have to find a away to outcome these

problem and improve students' reading ability. Certainly, there should be a strategy that can be applied in solving these problems.

Based on the problem, the writer suggests a in improving students' ability in comprehending a text is Collaborative Strategic Reading (CSR). Collaborative Strategic Reading (CSR) is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. Collaborative Strategic Reading includes four activities; Preview, Click and Clunk, Get the Gist, and Wrap Up. *Preview* is used only before reading the entire text for that lesson, and *Wrap Up* is used only after reading the entire text for the lesson. The other two strategies, *Click and Clunk* and *Get the Gist*, are used many times while reading the text, after each paragraph or two.

In using CSR as the teaching technique in teaching reading process, hoped it can improve students' ability in comprehending a news item text. And the improvement in their reading ability hoped can ended up in improvement in mastering all English skill such as listening, speaking, and reading and other language components such as pronunciation, grammar and others.

Collaborative Strategic Reading (CSR) is a set of four strategies struggling readers can use to decode and comprehend as they read content area text. It teaches students to use comprehension strategies (Palincsar & Brown, 1984) while working cooperatively (Johnson & Johnson, 1989). Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each.

Klinger (1998) defines CSR as a teaching strategy that combines reading comprehension strategy instruction and cooperative learning. Klinger and Vaughn (1998) define CSR as an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. On the other words, in CSR students work in small and cooperative groups in order to assist one another in applying four reading strategies to facilitate their comprehension of content area text.

1. Preview

Preview is a strategy to activate students' prior knowledge to facilitate their prediction about what they will read and to generate interest. Students preview the entire passage before they read each section. The goals of previewing are learn as much about the passage as they can in a brief period of time (2-3 minutes) and also to activate their background knowledge about the topic, and to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

2. Click and Clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. *Clicks* refer to portions of the text that make sense to the reader: "Click, click, click"—comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make

sense, *Clunk*—comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

3. Get the gist

In this step, students learn to ask themselves: What is the most important person, place, or thing? What is the most important idea about the person, place or thing? Students learn to *get the gist* by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to restate in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

4. Wrap up

After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned. Students learn to *wrap up* by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

News Item Text

News item is factual text which informs readers about events of the day which are considered newsworthy or important. As English learners, we have to know and understand the genre. By knowing genre, we can write the text correctly. For example, if we want to write the text about newsworthy events of the day, we can use news item text to write it.

B. Discussion

1. Teacher's Preparation

Preparation is the first step that the teacher has to do before teaching. The teacher should prepare many things in order to be success in teaching learning process. The teaching learning activities will not run well, if the teacher does not have a good preparation before beginning the lesson in the classroom. In teaching writing recount text by using blog, there are many things that the teacher should do. They are:

a. Preparing Media

In this case the media is defined as the facilities required and the media itself; thins that is used to read. Teacher should prepare all the facilities that are needed for this lesson. Firstly, the teacher should prepare the text that would be given to the students. It could be in printed material or the teacher can prepare the soft file of the text. Secondly, the teacher should also prepare the clunk cards. In the clunk cards there would be four possible strategies in order to break the clunk to be the click one. It is not different with the text; the clunk card is also can be prepared in soft file also. Since the writer said that the text and the clunk card can be prepared in soft file, the teacher needs computer and the LCD projector, in order to show the text and the clunk cards to the students, so it is readable for the whole class.

b. Preparing Lesson Plan

Another thing that should be prepared by the teacher is lesson plan. The teacher needs to make a lesson plan before she/he comes to the class. It is guidance for the teacher in order to make the teaching learning run systematically. In making lesson plan, there are five things that should be considered by the teacher. The first is objectives; it is specific statement that describes the particular skills that students will be expected to know or perform at the end of the lesson. The second is time; the teacher must consider the time of the lesson in a meeting. Thus, all objectives which are expected in one meeting can be achieved. The third is material, in choosing materials, the teachers not only use the material from the text book and material that has already been provided in the curriculum but the teacher can also combine them with authentic materials. The teacher can find the authentic materials from internet, newspapers, magazines, etc. Teacher should choose the authentic materials that are suitable with the topic that will be taught. The fourth is activity; it is what the teacher and students do in the class room. In teaching and learning process, the teacher should invite the students to be active in learning process. The teacher can do discussion in the classroom to make students active in the classroom. The teacher also can divide students into several groups. They can do discussion and work together. It is up to the teacher to make activities that can make students enjoy and active in learning process. The last is evaluation; it is a way to measure the lesson can be understood by the students. For example, reading class, exercise in WH question, true or false, filling gap text and etc.

C. Teaching Reading Procedures by Collaborative Reading Strategic

1. Pre Teaching Activity

Teacher needs to open the class with a nice smile and greet the students, this is in order to make the students interest and comfortable with the teacher. When a student has been comfortable with the teacher, he/she would be comfortable with the subject and the topic would be discussed. And praying is the next step in opening your class.

A good teacher is a teacher who respect and care to the student's condition. Therefore, it is really need to ask their readiness to study both psychologically and physically. And don't forget to check their environment. The teacher have to know whether the class is comfortable or not for them to study.

After they are ready to accept information from the teacher, it is the best moment to give some motivation to the students. Motivation could be given by showing a success story of a particular person. Teacher can transfer his/her motivation by telling a brief story of a successful person that students know him/her. Such as an artist, an author, an inventor etc.

Before the teacher start his/her presentation, he/she needs to make an apperception. It is to guide their knowledge to start thinking about what we are going to discuss without their realizing. The teacher needs to recall the students mind about the previous topic if it is related to the topic that we going to discuss. It is important for the teacher to have a good preparation. Teacher has to make the students being cleared of the content. The students have to be cleared what they are going to read and comprehend. They also have to be cleared about what is

their purpose in reading. They have to know what they expect to achieve through their reading. Besides, the teacher should master and comprehend what they are going to teach.

2. Whilst Teaching Activity

This phase is doing under these three processes, they are:

a. Exploration

To start the teaching and learning process the teacher have to stimulate students' background knowledge by asking these following questions:

- Do you like to read newspaper?
- What kinds of news do you like to read?
- What else? (Asking other students)

Those questions aim is to help students to recall the background knowledge related to the topic or problem they are going to discuss and also motivate students to study. It also starts to give them idea what they are going to read.

Unlike in the conventional ways, that distributes the whole text to the students. In this step, teacher just needs to show the title of the text to the students. By seeing the title, hoped the students is helped to activate their background knowledge relate to the title and it can help them to predict what they will read.

ACEH BANS STRADDLING WOMEN FROM MOTORBIKES

In order to make students get more illustration about the topic which is going to discuss, the teacher need to show a picture related to the topic (See Appendix 2). After showing that picture, try to ask more brainstorming question to the students.

- All of you, can you see the picture clearly?
- What do you see in this picture?
- Have you ever seen this picture in your daily life?

Those questions' aim is to help them to predict what they will discuss later on. To predict what kind of text that will they read. And by this way, they will aware of some vocabularies that may appear in the text which relate to the topic.

b. Elaboration

In this phase, the teacher has to motivate the students to participate actively and give them chance to develop their work independently and creatively based on their interest, talent and their development both in psychology and physically. The activities in this phase are described as follow.

First of all, teacher distributes the whole text to the students and asks them to read the text paragraph by paragraph. When they finish read the first paragraph, the teacher ask some questions to check their understanding about the vocabulary. Such as:

- Is everything *clicking*?
- Who has *clunks* in this paragraph we just read?

This question aims is to help them with the vocabulary they do not know. *Clicking* refers to a word, idea or concept they have already known, so that they can share to the students who do not know about it. On the other hand, *clunk* refers to a word, idea or concept that does not make sense to them.

After the students identify the clunks which are the new vocabulary or new idea that does not make sense to them, teacher should prepare the *clunk card*. In the clunk card there are some fixed-up strategies to figure out the clunk. Those strategies can be chosen by the students in order to figure out their clunks. The strategies are:

- Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words you know.

After the students have read the whole text and break down the clunk into the click, it is time to get the main idea of the text. Ask them to find the main idea of each paragraph. Teacher can help students to identify the main idea by asking to the students about the most important person, place, or thing in the paragraph they just have read.

When they get the main idea of each paragraph, it should be read aloud so that the other students can criticize it. When a student read aloud his/her main idea, the teacher invites other students to give comment on their friends writing. Teacher prompts that other student to give better main idea and have a reason for that. This activity is in order to encourage their critical thinking.

c. Confirmation

The teacher asks the students to sit in a small group. There should be four groups of students. Group A, B, C and D. Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why and how (the 5 Ws and an H). Teach students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage, but "in your head."

3. Post Teaching Activity

After all the group has complete their five questions, each group has to exchange it. Each group has to answer the questions set they got. After they finished teacher check the students' answer together with all members of the class. After assessments is finished. The teacher together with the students makes a conclusion about a News Item Text. And also try to overcome the students'

problem related to this topic. And before closing your class, it is better to give information about the topic that would be discussed in the next meeting.

D. Conclusion

In this section the writer draws three conclusions about the use of Collaborative Reading Strategy in teaching reading. First conclusion is related to purpose of reading. The purpose of reading is to find important information, monitor comprehension, make prediction, compare new ideas with prior knowledge withholds judgment, question self about the meaning, connect and organize ideas and summarize text segments. Second conclusion is related to definition of CRS which is a teaching strategy that combines reading comprehension strategy instruction and cooperative learning. This strategy consists of preview, click and clunk, get the gist and wrap up. In Collaborative strategy, students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content area text. Third conclusion is related to advantages of Collaborative Strategy.

Note: This article is written based on the Ria Fanola Jafri's paper and her advisor is Drs.Jufri , M.Pd

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