



IMPROVING STUDENT'S READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING COLLABORATIVE STRATEGIC READING (CSR) TO EIGHT GRADE STUDENTS AT JUNIOR HIGH SCHOOL

Mira Febtisari¹, Fitrawati²

English Department

Faculty of Languages and Arts

State University of Padang

Email: febtisarimira@gmail.com

Abstract

In this paper, the writer use a strategy known as the Collaborative Strategic Reading (CSR), which is taught in the classroom. This paper was written because there are some problems faced by the students while they are reading comprehension, which are: the students have read the low interest, low vocabulary and low critical thinking skill. Finally, students are lazy to read and reading strategies that are less good. Other factors are teachers' less creative in selecting strategies for teaching. Collaborative Strategic Reading is a technique that teaches students to work cooperatively on a reading assignment to improve better comprehension. This strategy can maximize the development of students to think critically consisting of four phases, such as: Preview, click and clunk, Get the Gist, and Wrap Up. This paper is also contained a description of how the implementation of teaching reading by using CSR strategies. The writer hopes this strategy can help English teachers in teaching reading in an effort to improve students' reading ability.²

Key Words: collaborative strategic reading, reading comprehension. Descriptive text

A. INTRODUCTION

Reading is one of the four important language skills that should be mastered by students. Through reading, the students can increas their knowledge from books, newspaper, magazine, journal or article. The students who like reading will have more knowledge than the ones who do not. Beside that, by reading the students knows the importance information. Also they can share information from what they have been read to other students. Reading will provide the students with a lot of information about the world that will give contribution to their success in study and in life later on.

Teaching reading is a process of helping students to be able to read and achieve comprehension about what they read. Brown (2000) says that means

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2017

² Lecturer of English Department of FBS Universitas Negeri Padang



teaching as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.

Reading is conceptualized as an interactive cognitive process in which readers interact with the text using their prior knowledge, cultural background and use appropriate strategies according to Li Fenfang (2010). Reading is an interactive process between a reader and a text. There is a process in readers' mind involving recognizing the words and connecting information from the text to their background knowledge before generating the meaning. Reading for meaning is known as reading comprehension.

In this paper, the writer focuses in reading descriptive text, because it is easily found in daily life. Suswanti (2011) says that descriptive text is a text which is usually used to describe something specially so that the reader can visualize and know exactly about the things that is being described. The problem faced by the students in reading comprehension is influenced by many factors when the writer asks for some teachers. Some of the factors are; first, the students have low interest in reading. Second, they also have lack of vocabulary mastery and low critical thinking skill. Some of the students do not understand the meaning of the sentences and they cannot catch the idea or information from the sentences. Third, they are lazy to read about the topics being discussed in the text and poor reading style. Furthermore, the teachers are less creative to choose strategy to teach reading in the classroom. The strategies and the techniques are not interesting which cannot motivate students to learn. Hamzah in Suparman (2011), assumes that the lack of reading comprehension might be due to the ineffective of teaching technique usually used by the teachers in the classroom.

Actually, this problem can be decreased by applying a certain strategy in teaching reading. Grabe in Alyousef (2005) reveals the importance of using reading strategies in order to read more efficiently. Reading comprehension strategies will give motivation for students to develop their thinking ability. Teachers can apply several reading comprehension strategies especially for descriptive text in order to help the students comprehend a text successfully. Teachers can use Collaborative Strategic Reading (CSR) to teach in the classroom. Collaborative Strategic Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to improve better comprehension. The students can make a group or pairing to exercise reading comprehension. CSR maximizes the students' development of critical thinking so they can easily understand the content of the text reading. In reciprocal teaching, teachers and students take turns leading a dialogue concerning key features of text through summarizing, questioning, clarifying, and predicting. This strategy aims to help students when experiencing difficulties with reading comprehension. Many students of junior high school lack understanding the content of reading whereas in reading there is a strategy that can be used to comprehend the meaning of words they do not know.

Klingner and Sharon (1998) said CSR [Collaborative Strategic Reading] is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. The students can improve

their ability reading comprehension and get new vocabulary from the text. CSR is great for kids who lack reading comprehension because they contribute to their groups, and they get the help they need with their reading.

Klingner and Sharon (1998) mention that CSR can be implemented in two phases: (a) teaching the strategies. Students learn four strategies: preview, click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson. Wrap Up is used only after reading the entire text for the lesson. Click and Clunk and Get the Gist, are used when reading a text with repeated so as to easily understand the content of the text. (b) cooperative learning group activity or student pairing. Roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task said K. Klingner (1998).

B. DISCUSSION

1. The Implementation of Collaborative Strategic Reading (CSR)

Teacher has to prepare everything before teaching learning process begins: teacher prepares lesson plan, she understands about Collaborative Strategic Reading before introduces it to the students and prepares laptop and text material, media related to the topic.

2. Classroom Implementation of Using Collaborative

Pre-teaching Activity (Step 1, preview)

In pre-teaching activity, teacher greets the students. Then, teacher and the students are praying together and prepare anything to study. After that, teacher checks the attendance list. Next, teacher checks students' readiness to study. At last, teacher may do apperception and motivate students to create a relaxed by talking about positive self-confidence and encouragement. Then, the teacher asks the students what they have already known about the topic (brainstorming). The teacher will start to show the video about describing people and give some questions for students to help them make predictions and activate their background knowledge.

Whilst-teaching Activity (During Reading)

In whilst-teaching activity, there are some methods used in the classroom. It consists of exploration process, elaboration process and confirmation process.

Exploration process

This activity the teacher assigns the students to work in group. Each group consists of four members (leader, clunk expert, gist expert, and announcer). Each group member plays an assigned role and fill a CSR learning log during the activity.

- a. Leader: tells the group what strategy is going to be used next.
- b. Clunk expert: uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of the words.
- c. Gist expert: Guides the group toward getting the gist and determines that is contains the most important ideas.

- d. Announcer: Calls on group members to read the text and to share an idea.

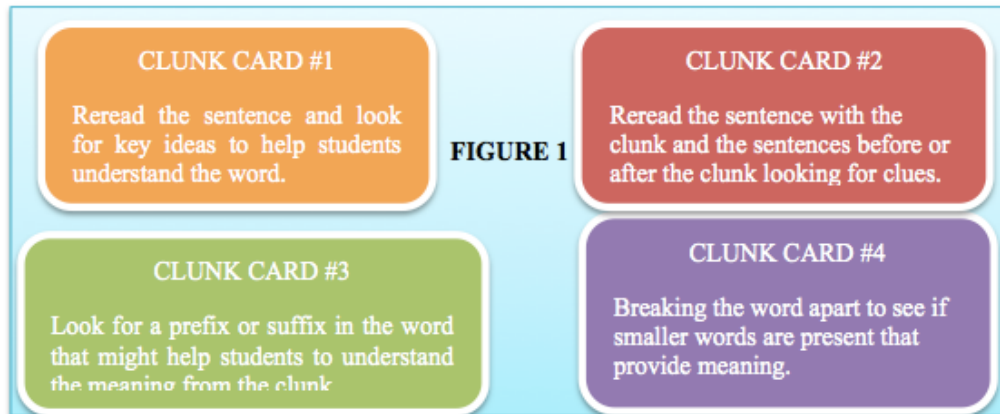
So, each student can be leader, clunk expert, gist expert and announcer. A role assigned for students aiming to be able to cooperate well when doing tasks. The teacher asked the students to create a group. Each group consisted of four or five students and gives them a handout contained a text. The teacher determines who will be the leader, clunk expert, gist expert and announcer and explain what will be done. After that the students are asked to read the text. The leader explains the group what strategy is going to be used next and the students will explore the text and as announcer, she calls on the group members to read the text and to share an idea. Next, they will read the title and read aloud. After exploring the text, they will activate their background knowledge about the topic. The teacher will explain about generic structure and language feature and give example from the text.

Elaboration process (Step 2, Click & Clunk and Get the Gist)

After the students know the topic will be studied, the teacher still uses the same text. This activity, the teacher uses steps click & clunk and get the gist. For the students read the text, the teacher should pay attention the students to monitor what they are reading and to think about information in the text that they know more about and information that is causing them difficulties. Then, students read the text aloud while comprehending the content of the text. When they have finished reading, maybe the students cannot still understand the content of the text. The teacher asks the students to read aloud again so that the teacher knows where the clunk is. As clunk expert, she can use clunk card to remind the group of the steps when trying to figure out the meaning of the words. When the clunks are pointed out, the teacher asks students to write down their clunks on CSR learning log. Then the teacher gives strategies to the students on how to fix the clunks.

Using the fix-up strategies to try and figure out what the clunk means. The teacher can use “clunk cards” (see figure 1) as reminders of fix-up strategies. Teacher will explain the content of fix-up strategies, as followed:

- a. Teacher asks students to reread the sentence and look for key ideas to help them understand the word.
- b. Teacher asks students to reread the sentence with the clunk and the sentences before or after the clunk looking for clues. It means that the students will get information or the important words that they know from the sentence before or after the clunk. It can be help them to get the clues. This strategy can also improve their vocabulary.
- c. Teacher asks students to look for a prefix or suffix in the words that might help students to understand the meaning from the clunk.
- d. Teacher asks students to break the word apart to see if smaller words present the provided meaning



After the students understand the clunk from the text, Teachers will use "get the gist" strategy. As gist expert, she guides the group toward getting the gist and determines that it contains the most important ideas. After that the teacher asks the students to find out the most important person, place or thing in the text. Then the teacher asks the students to find out the most important ideas about the person or thing in the text.

It is used to make sure they have understood what they have read and the teacher will ask student to think about the text by asking them to rewrite their own words. The students can write down everything they already know about the text in their CSR Learning Logs (see the description of CSR Learning Logs, figure 2) then ask students to read their gists aloud and to invite other students to comments on the gists, thus refining the skills of all the students.

Figure 2: CSR Learning Log

Name: _____ **Date:** _____

Brainstrom: what do you already know about this topic?	Predict: Could you think about what topic will learn?
Clunks: Please write down your clunks.	
Get the gist (main idea): (a) What is the text about? (b) What is the most important part about the text? (c) What kind of information you can get from the text?	
Wrap up (review) (a) Think about the important information you learned from the reading? (b) What is the main idea from the text?	

Confirmation process

The teacher gives a descriptive text exercise by using different text. Then the students reread it by using click and clunk strategy that has been taught by the teacher to understand the content of the text. This exercise is carried out to ensure that students have understood the text by using click and clunk strategy. If students have difficulty with clunk, they can ask the teacher or discuss it with their group. After the students finish the reading comprehension smoothly without

clunk, they will make conclusions or important things out of the text with their own words by using the getting the gist strategy. The teacher will examine the exercise that they have made by giving rewards to the students who can do the exercise properly.

Post-teaching Activity

Teacher reviews what students have learned and conclude the lesson by using wrap up strategy. The teacher and students discuss about the text. Then the teacher asks the students whether they understand the most important information in the text. if the students understand the content from the text the teacher will ask the students to generate and share some questions by using WH-questions (who, when, what, where, why, and how) and then write the questions by using WH-questions based on what they have read. The teacher asked students to generate questions and answers about what the lesson. For example “what is the main idea from the text?” and other student can answer the question. Lastly, to make the students understand more about descriptive text, teachers assign homework to the students.

C. CONCLUSIONS AND SUGGESTION

Conclusion

Collaborative Strategic Reading (CSR) is a technique that teaches students to work cooperatively on a reading assignment to improve reading comprehension. The students can make a group or pairing to exercise reading comprehension to maximize the reading comprehension of students in develop a critical mind so they can easily understand the content of the text. It is mostly used with monologue text, such as descriptive text. The role of Collaborative Strategy Reading (CSR) in learning English is to facilitate the students to get the knowledge and to comprehend the reading text, especially in solving the problem of reading descriptive text. By using this strategy, the student will not find difficulties in reading comprehension. CSR consists of four reading comprehension strategies that are applied before, during, and after reading. CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up.

Suggestion

There are some suggestions for English teachers and English students to improve their reading comprehension by using Collaborative Strategic Reading: first, The teacher may ask the students’ opinion about this kind of activity to get input for better activities in the classroom. Second, English teachers should explain the roles of CSR clearly and make it simple. Third, students should manage the time when applying CSR in class. Last, the teacher should pay attention the students to monitor when the students are reading the text.

BIBLIOGRAPHY

- Alyousef, H. S. 2005. *Teaching Reading Comprehension to ESL/ EFL Learners*. TheReading Matrix. Vol. 5, No. 2, p:143-154, <http://www.readingmatrix.com/articles/alyousef/article.pdf>, September 22, 2016.
- Brown. H.D. 2000. *Principles of Language Learning and Teaching* Longman: Pearson Education Co.
- Klingner, Janette K. and Sharon Vaughn. 1998. *Using Collaborative Strategic Reading*. <https://www.scribd.com/document/126733142/Collaborative-Reading-pdf>, September 22, 2016.
- Li Fenfang. 2010. *A Study of English Reading Strategies Used by Senior Middle School Students*. Vol 6. No 10, <http://www.ccsenet.org/journal/index.php/ass/article/view/7693/5913>, December 23, 2016.
- Suparman, Novri Susanti. 2012. *Improving Students' Reading Comprehension Of Narrative Texts By Using Directed Reading Thinking Activity (DRTA) At Grade VIII-Zainab Of SMP It Al-Ittihad Pekanbaru*. Unpublished Thesis, State University of Padang.
- Suswanti, Hermi. 2011. *Improving students; reading comprehension of procedure texts by using collaborative strategic reading at grade VII 1 of SMP 2ampek angkek agam*. Unpublished Thesis, State University of Padang.