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COLLABORATIVE STRATEGIC READING (CSR) FOR TEACHING NARRATIVE TEXT IN READING COMPREHENSION

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Abstract

This research was carried out to know whether Collaborative Strategic Reading (CSR) technique can improve students' reading comprehension in Narrative text. The population of this research is all students in second grade of IPA at SMA Negeri 1 Kabila. This research used Purposive Sampling in taking the sample that is 30 students in second grade of IPA². The method that is used in this research is Quasi-experimental design by using Pre-test and Post-test Design. Meanwhile, in collecting the data, the writer used the instrument (multiple choices) test. Whereas, in analyzing the data, the writer used normality test and t-test. The result of this research shows that the application of Collaborative Strategic Reading (CSR) can improve significantly the students' reading comprehension in narrative text. It is proved by using statistical analysis that shows t_{count} is larger than t_{list}. The value of t_{count} was 9,38 and t_{list} was 2,04. It can be formulated as 9,38> 2,04 with the degree of freedom = (n-1) = (30 – 1) = 29 at the level significance α = 0,05. It is indicated that the hypothesis of this research is acceptable. It can be seen the average of pre-test result are 64,07% and in post-test 97,13%. Hence, teaching reading by using CSR technique can improve the students' comprehension in reading narrative text significantly.

Keywords: *CSR, Narrative Text, Reading Comprehension*

INTRODUCTION

Reading skill is a unique skill and has a big role for improving the reader's knowledge, and as a communication tools in this life. In written communication, the symbols of language sounds are changed into the written symbols or letters. This is the first process of the beginning reading that should be mastered by the students in the first year when the school starts. The Change means a process that happens to the children or the first year students who is learning reading skill. This is the way how the students know and understand about the letters as the symbol of language sounds. When this step is already done and mastered by the student, the next step will move on to the learning about how to understand the content of a text in reading skill. In order to maximizing the students' skill in reading as stated above, of course, it is the responsibility of the English teacher in reading skill in classroom. In other words, the teacher should bring students' prior knowledge or schemata in understanding more about the reading text itself. They must be a good reader who can understand the meaning of texts and identify the purpose of the text. The students have to be able to read the text comprehensively.

LITERATURE REVIEW

Concept of CSR Technique

CSR was found and developed by Klingner and Vaughn in 1998. CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing. To comprehend the text, the students have to be able to use a strategy while reading a text. by using CSR technique, the students not only have a new strategy in their reading process, but also this strategy engages them to work cooperatively with their friends in small group. Klingner and Vaughn (1998, p. 32) mentioned that CSR gives four reading strategies for the students to read the text comprehensively; Preview, Click and Clunk, Get the Gist, and Wrap Up. *Preview* is used only before reading the whole text for the lesson, *Click and*

Clunk and *Get the Gist* are used while reading a text after read each paragraph or two, and *Wrap Up* is used at the last session after reading the entire text. To apply this strategy, teacher presents this strategy in the whole class first by using modeling, role playing, and think-aloud .

Narrative Text

Narrative is often called as a "story grammar". According to Klingner and Vaughn (2007, p. 77) that story grammar refers to the different parts that the reader can expect to find in a story, such as the characters and setting (*Orientation*), the plot which including a problem that needs to be solved (*Complication*), the problem solving or solution to the problem (*Resolution*), and the advice or moral value for the reader (*Re-orientation*). Hence, reading narrative text is not only read the story from up to down.There are some elements that should be paid attention by the readers; Orientation, Complication, Resolution, and Re-orientation. All the terms above is generally called as "generic structure" in narrative text. In this research, the writer focuses to the indicator of reading comprehension namely: antonym/synonym, topic of the story, main idea, explicit and implicit meaning, inference and moral value.

TECHNIQUE OF COLLECTING THE DATA

In collecting the data, the writer used the instrument. The instrument is a test (multiple choices test). The number of items is 30 which are distributed into several texts of narrative text. This test was given to the 16 students of XI-IPA[1] in SMA Negeri 1 Kabila as try-out sample that had been held on Thursday, May 30th 2013. The writer chose this class because it is not as a treatment class. In addition, this class had same topics of narrative text which were taught by the same teacher. This test was used to measure how well the improvement of students' comprehension in reading narrative text before and after the treatment.In order to get the quality of test, it had been done by calibration (validity and reliability). After calculating validity and reliability of the test, the writer found that there were 24 items were valid and reliable that could be tested to the students.
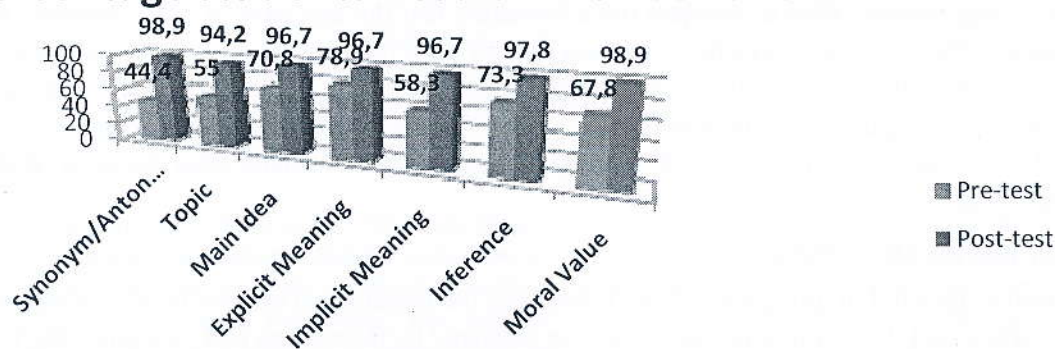
PROCEDURES

The populations of this research are all of the students of XI IPA SMA Negeri 1 Kabila that consist of 95 students in 4 different classes.The sample of this research is the students at class XI-IPA[2] in SMA 1 Kabila. This class has 30 students with the average is in the normal level (heterogent).For the first step in the research, the writer gave pre-test to the student. This step was held before giving the treatment. There were 24 items of multiple choices that include in 6 text with the title "The Magic Box", "The King's New Clothes", and "The Good Stepmother", "The Frog Prince", "Snow White and Seven Dwarfs", and " Naughty Rabbit". This process is aimed to know about the prior knowledge of the student about narrative text.In this section, after giving the pre-test, the writer as the teacher gave treatment by applying Collaborative Strategic Reading (CSR) technique to the student in reading narrative text. The treatment was done for four meetings with some topics such as; "Rabbit and Bear", "Beauty and The Beast", "Ali Baba", and "The Legend of RawaPening". In this research, the writer acted as a teacher and the controller during the research process. After the process of pre-test and treatment had done, the writer gave post-test. There were 24 items of multiple choices to the student that same with the pre-test test. In this session, the writer will know the effect of CSR technique in improving of students' ability about comprehending in reading narrative text.

RESULT AND DISCUSSION

After giving the post test, the writer found that the students' score in comprehending the narrative text in reading skill by answering the text improved higher than their score in pre-test.

Percentage students' result in narrative test

Synonym/Anton... Pre-test: 44,4 Post-test: 98,9
Topic Pre-test: 55 Post-test: 94,2
Main Idea Pre-test: 70,8 Post-test: 96,7
Explicit Meaning Pre-test: 78,9 Post-test: 96,7
Implicit Meaning Pre-test: 58,3 Post-test: 96,7
Inference Pre-test: 73,3 Post-test: 97,8
Moral Value Pre-test: 67,8 Post-test: 98,9

Legend: ■ Pre-test ■ Post-test

Vocabulary in Content

There were 45% of 30 students who can infer the synonym and antonym of the words. It can be seen in their learning log. Meanwhile, for the rest ones, they were not confident to interpret the words well. They were worried to make a mistake of the synonym of word that they found out. Therefore, to solve that problem, the writer assisted them and guided them to use the Clunk cards and fix it up together. They fixed the unfamiliar words and found the synonym of each word by substituting it into the other word. Students were able to find out the synonym of the words by finding the base meaning of that words in Indonesia language by using Clunk cards and then looking for the other words that have the same meaning with the first word. After finding the synonym, they matched that word with the sentence to convince that select word is appropriate or not. At the end of the treatment class, they finally knew and could express it better than before. It can be seen at the post-test result of students' score that improved higher than in pre-test.

Identifying Main Idea and the Topic of the Text

Main idea and topic of the text have close interpretation in comprehending the reading text. Main idea is really important information that the author wants to the reader to know about the concept of paragraph. In this case, there were some problems that the students did when the writer asked to identify the important idea in every passage they read. There were difficult to determine the main idea and the topic of the reading text. Most of them re-write the sentence and wrote the title of the text as the topic from the whole text they read.

At the second treatment, the writer asked them to try to find out the important things in every passage and composed as the main idea. There were 54% of 30 students could do it better. As the result of the treatment, the writer found that the 94,2% in topic indicator and 96,7% in indicator of main idea that could be answered correctly by the students in post-test. It is higher than the result in pre-test that only 55% and 70,8% correct that was obtained by the students.

Explicit and Implicit Meaning

This indicator often gets the highest score in pre-test and post-test result. It means that students can infer the implicit and explicit meaning well. They also gave correct answer in pre-test and post-test. In pre-test, there were 78,9% and raised up 96,7% in post-test. It proves that they can understand to what the text means explicitly. In their learning log also, they can arrange some question related to infer the explicit meaning in the text.

Meanwhile, in identifying the implicit, Mitchell (2002) said that the reader or students can use their previous knowledge or experience as the clues to interpret the implicit facts in reading text or using "why" question to start figuring the meaning out from the text. It can be seen in their learning log that some students begin to indentify the implicit fact by starting to ask why things happen in the story. As the strong proof of this indicator, the students' result in pre-test about comprehending the implicit meaning is 58,3% and improved higher to 96,7% in post-test. It means that after applying the CSR technique for four days, students could comprehend the text very well and were able to identify the indicators in the text.

Inference

In this case, students tried to interpret the information that the text gave in every sentence they read. For instance, *"The bear was very gluttonous and did not want the rabbit to get any of the meat."* To find out the information that based on the unfamiliar words in that sentence, students looked for the information by finding and using the next clue that the text gave. Meanwhile, the clue in that sentence is *"did not want the Rabbit to get any of the meat."* By finding that clue, they understand what the word Gluttonous meant in that sentence.

Identifying the Moral Value

As well as they did in inference section, identifying the moral value was really astonishing moment. They were able to get the moral or message that was delivered by the reading text by connecting from what they read with the prior knowledge that they ever got before. For instance, in the text of "Rabbit and Bear", they judged the moral value of that text was *"Don't be greedy"* then they wrote it in the preview section in their learning log. When identifying the moral lesson, students tried to take a position in that text as a bear and rabbit's character in that text, and then think about the risk that they got when they did like the bear did. That was the process where the students used their prior knowledge and experience to connect and have relationship with the text. As the writer found in their result in post-test that the percentage in the indicator of moral value significantly improved from 67,8% in pre-test to 98,9% in post-test.

CONCLUSION

CSR technique was designed by Klingner and Vaughn in 2007 for specific text, expository text and narrative text. This technique can be used in teaching reading skill to the students in senior high school. This technique influences to the progress of students' reading skill in narrative text specifically.

From the result of this research, the writer found that there were different scores between the students' comprehension in reading text in before applying CSR technique in pre-test and after applying that technique in post-test. It can be proven by looking at the average of the students' result in pre-test and post-test. In pre-test, the highest score that was obtained by students is 24 and the lowest one is 9 with the average of all the students is 15,30. In contrary, the highest score in post-test is 24 that was obtained by 20 of 30 students and the lowest one is 20 which is obtained by 2 students with the average score are 23,27. From the summary of the result in pre-test and post-test, there has been described that the average of pre-test extremely improved in the post-test after giving the treatment by using CSR technique. The range of the improvement of students' score are about 33,05% higher than the result in pre-test.

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