EXPLORING THE USE OF COLLABORATIVE STRATEGIC IN READING CLASSROOM

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Abstract
The study was concerned to investigate the students' reading comprehension students of SMA Negeri 3 OKU which was taught by using Collaborative Strategic Reading. The objectives of this study was to find out the students' reading comprehension to the eleventh grade students of SMA Negeri 3 OKU which was taught by using Collaborative Strategic Reading. The population of this study was the whole of the eleventh grade students of SMA Negeri 3 OKU. The total number of the population was 258 students; and 30 students were taken as the sample through purposive sampling. The pre-test and post-test and observation were used as the techniques for collecting the data. The researcher concluded Based on the data analysis in chapter IV, the researcher found the students' pre test score and post-test cycle I was improved from 60,89 to 72.94. Then the students' post-test cycle I score and post-test cycle II was improved from 72,94 to 79.74. The researcher can be concluded that Collaborative Strategic Reading worked effectively and efficiently in helping the student's reading comprehension at the eleventh grade students of SMA Negeri 3 OKU 2018/2019 and this learning has applied successfully and able to increased students' ability in reading comprehension. The students were more active and participated in the teaching-learning process of reading comprehension. Therefore, Collaborative Strategic Reading can be alternative strategy for teacher in teaching reading which can improve their reading comprehension ability.

Keywords : Teaching Reading Comprehension, Collaborative Strategic Reading, eleventh grade students

1.   INTRODUCTION

Romero and Romero (2008) explain that reading is a process of communication between author and reader. It means reading comprehension as well as intensive reading, because intensive reading is a technique used when the reader get specific information from the text. Pang & Kamil., (2009), said that reading is about understanding written text. It is a complex activity that involves both perception and thought.It means that the ability to read is not only to pronounce the word of the text, but also the ability to comprehend the meaning of the written language.

Reading is a major point to satisfactory achievement in study because a high percentage of all instruction relies on the students' ability to read. When readers understand what they read, they are able to form opinions, exchange others' ideas in conversation, ask and answer questions related to the reading passages, and develop ideas that can be further explored in other skill.

Collaborative Strategic Reading (CSR) is a peer-mediated reading comprehension instructional model informed by the methods in reciprocal

teaching, cooperative learning, and transactional strategies instruction. The strategies in CSR are designed to teach students with diverse abilities comprehension strategies for use with expository text (Klingner et al, 2015).These steps are followed by the formation of heterogeneous cooperative learning groups in which students employ four comprehension strategies before, during, and after reading: (a) preview, (b) click and clunk, (c) get the gist, and (d) wrap up (Klingner et al., 2015).

Based on the condition above, the researcher is interested to conduct the research to the tenth grade students of SMA Negeri 3 OKU. Furthermore, the researcher tries to solve the students' problem in learning English especially in improving the students' reading comprehension. Among many choices of strategies in improving reading comprehension, Collaborative Strategic Reading can be useful as an alternative strategy to help the students improve reading comprehension in order to students become active, enjoy, and comprehend the main point of the reading texts. Collaborative Strategic Reading is an appropriate strategy to improve reading comprehension in the class. Considering those reasons, the researcheruses this strategy to improve reading comprehension. So, the researcher conducted the research entitled "The effectiveness of Collaborative Strategic Reading to improve students' reading comprehension to the eleventh grade students of SMA Negeri 3 OKU".

2. LITERATURE REVIEW
2.1. Concept of Teaching

Teaching is the activity where someone gives information, knowledge and guiding to the students in learning process as Brown (2007) says that 'the teaching is guiding and facilitating learning, enable the learner to learn, setting the conditions for learning'. Harmer (2008) tells that teacher's role is not only as an informant or fasilitator but also as a controller, organiser, and observer. It an be explained below:

a) Teacher as controller means that they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where student are working on their own in group.
b) Teacher as organiser means that they have to perform is that of organising student to do various activities.
c) Teacher as observer is means they can give them useful group and individual feedback especially in oral communicative activities.

From that roles above, teachers are defined to find out new approaches or strategies in learning and teaching process that can help students in learning process.

2.2. Concept of Reading Comprehension

Nunan (2006) explained that reading comprehension refer to reading for meaning, understanding, and entertainment. It meant that reader as well as analyzes what they had read were an essential part of reading process. The readers had to read the text correctly because without comprehend, the reader did not understand that they had read. Reader read the text to understand it was meaning, as well as to put that understanding to use. A person read a text to learn, to find out information, to be entertained.

3. RESEARCH METHOD

This research was a classroom action research in teaching reading comprehension using Collaborative

Strategic Reading. In conducting the research, the researcher used the procedure of classroom action research designed by Kemmis and Mc. Taggart in Cohen, et al (2005). The research procedure in a classroom action research consists of (1) planning, (2) acting, (3) observing, and (4) reflecting. Therefore, this researchwas designed as follows:
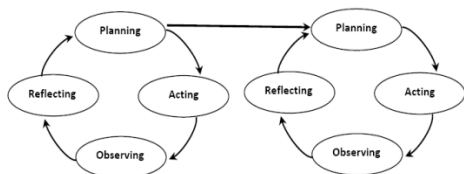
The Cycle of Classroom Action Research (Kemmis and Mc. Taggart in Cohen, et al (2005)

3.1. Population

The population of this research was taken from students of SMA Negeri 3 OKU in academic years 2019-2020at the eleventh grade. The total of population was 258 students. The population can be futher described in the following table.

3.2. Sample

In this research, the researcher used purposive sampling. The researcher did an interview with English teacher Ms. Tati Zanariah, S.Pd. to determine the subject of this research. After doing an interview, to be subject of this research was students of grade XI MIPA 1 which number of 30 students as a participant because in this class almost all of students have less skill especially in reading and also the material of analytical exposition would be taught in this research.

4.   RESULT AND DISCUSSION
Cycle 1

The research of Cycle I was held two meetings which was done on Tuesday July 20th and 24 th July 2019 in the eleventh MIPA 1 class of SMA Negeri 3 OKU in the Academic Year of 2019/2020.

Planning

First the researcher did pre-observation in SMA Negeri 3 OKU after knowing the real condition of the students based on the observation, the researcher made a preparation to conduct the research. The researcher prepared for the first cycle such as lessons plan, media, and materials. The researcher used Collaborative Strategic Reading to teach reading. The researcher expected that the students' reading ability were better than before implementing Collaborative Strategic Reading.

Acting

In implementing action, the researcher was as a teacher. The researcher did the teaching and learning process in Collaborative Strategic Reading. The activities in class consisted of three activity. They are pre activity, whilst activity, and post activity. The pre activity included opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or questions related to the material. The whilst activity was performances of the students in reading analytical exposition text using Collaborative Strategic Reading. The post-activity was reviewing the lesson.

In the first meeting the researcher gave pre test on 18th July 2019 to see the students' ability in reading especially in reading comprehension of analytical exposition text. Then, in the second meeting the teacher did the action by teaching reading comprehension by using Collaborative strategic reading on 20th July 2019.

Observing

The observation was done to the students during teaching and learning process in cycles I by using observation sheet. The result of observation was described below:

Tabel 4.1. Observation Analysis

No	Observation Aspects	Frequency	%
1	Students' seriousness in following the lesson	18	60.00
2	Students' activeness in following the lesson	20	66.67
3	Students' activeness in asking questions	10	33.33
4	Students' activeness in answering questions	12	40.00
5	Students' preparation in following the lesson	19	63.33
6	Students' seriousness in doing assignment	18	60.00
Total		97	323.33
Average		16.16	53.88

Based on the table, the following conclusions can be made. Students who are serious about taking the lessons were 18 students (60%) and other 12 (40%) were not serious about taking the lessons of reading comprehension analytical exposition text using Collaborative strategic reading.

1) Students who actively attending the lessons were 20 students (66,67%) and other 10 (33,33%) were not active about taking the lessons ofreading comprehension analytical exposition text using Collaborative strategic reading.
2) Students who actively ask questions were 10 students (33,33%) and other 20 (66,67%) were not active in asking questions in connection with the material reading comprehension analytical exposition text using Collaborative strategic reading.
3) Students are active in answering were 12 student (40%) and other 18 (60%) were not active in answering questions raised by the teacher or from other students.
4) All students are ready to participate in learning 19 students (63,33%) and other 11 (36,66%) were not ready to take part in learning.
5) Students who were serious in doing assignments are 18 students (60%) and other 12 (40%) were not serious in doing the assignments given by the teacher.

The researcher conducted the post test of cycle 1 on July 24th 2019. Based on the results of the calculation of KKM it was about 40% as only 12 students reached score above ≥ 75. Thus there was not all students have succeeded in improving learning outcomes in the first cycle. So that it was needed to do an action research of cycle II.

Reflecting

From the action and observation result of learning process happened in the cycle I, it can be concluded that teaching and learning process by using Collaborative Strategic Reading (CSR) has not reached competence minimum standard of this research yet. The students were not serious in attending the lesson. The writer also found students were not active in following the lesson. The most students did not

ask and answer the questions raised by the teacher or from other students actively. They did not participate and not do the assignments seriously given by the teacher. There were some students who had made the situation of the class being not conductive. They sometimes got conversation with their friends. It disturbed other students in comprehending the material. The researcher warned them to be silence. They were listened to the researcher and the condition conducive again. So this cycle I had not been reached, the researcher continued in cycle II.

Cycle II

The research of Cycle II was held two meetings which was done on July 27th and 28 th July 2019 in the eleventh MIPA 1 class of SMA Negeri 3 OKU in the Academic Year of 2019/2020.

Planning

In planning of cycle II the researcher prepared the lesson plan and also gave the same test (analytical exposition) to arrange suitable with syllabus. There was differences from making lesson plan in cycle I. In cycle II, the researcher made deeply in giving knowledgment about the generic structure (thesis, argument, and reiteration) and language feature of analytical exposition in teaching learning process. In cycle II, the researcher make a different in exercise with the topic is "the importance of breakfast".

Acting

In the fourth meeting was conducted on July 27st, 2019. In the first meeting, the researcher taught reading comprehension by using Collaborative strategic reading with the topic "The importance of breakfast".

Observing

The result of observation was described below:

Tabel 4.2. Observation Analysis

No	Observation Aspect	Frequency	%
1	Students' seriousness in following the lesson	27	90.00
2	Students' activeness in following the lesson	28	93.33
3	Students' activeness in asking questions	27	90.00
4	Students' activeness in answering questions	25	83.33
5	Students' preparation in following the lesson	29	96.67
6	Students' seriousness in doing assignment	27	90.00
Total		163	543.33
Average		27.16	90.55

Based on the table, the following conclusions can be made.
1) Students who are serious about taking the lessons were 27 students (90%) and other 3 (10%) were not serious about taking the lessons ofreading comprehension analytical exposition text using Collaborative strategic reading.
2) Students who are active about taking the lessons were 28 students (93,33%) and other 2 (6,67%) were not active about taking the lessons ofreading comprehension analytical exposition text using Collaborative strategic reading.
3) Students who actively ask questions were 27 students (90%) and other 3

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4) (10%) were not active in asking questions in connection with the material reading comprehension analytical exposition text using Collaborative strategic reading.

4) Students are active in answering were 25 student (83,33%) and other 5 (16,67%) were not active in answering questions raised by the teacher or from other students.

5) All students are ready to participate in learning 29 students (96,67%) and other 1 (3,33%) were not ready to take part in learning.

6) Students who were serious in doing assignments are 27 students (90%) and other 3 (10%) were not serious in doing the assignments given by the teacher.

The analysis of Students' Learning Result

The researcher conducted the post test of cycle II on July 28th 2019.Based on the results of the calculation of KKM it was about 86.66%, there were 26 students reached score above ≥75. Thus in the second cycle most of students have succeeded in improving learning outcomes. So that it was not needed to do an action research of cycle III.

Pre test

Based on the researcher analysis of students' answer sheet, the researcher found the minimum score in pre-test was 50; maximum score was 73,08 in score ranges 0-100, and mean score was 60,89. Based on the students' mean score, the student's reading comprehension at the eleventh grade students of SMA Negeri 3 OKU 2018/2019 score did not fulfilled the KKM yet.

Post test cycle I

Based on the students' mean score, the the student's reading comprehension at the eleventh grade students of SMA Negeri 3 OKU 2018/2019 score did not fulfilled the KKM yet. From 30 students there were only 12 students who got score ≥ 75. It meant that students' comprehending of analytical exposition text only 40% (12/30x100%).So this cycle I had not been reached, the researcher continued in cycle II.

Post test cycle II

Based on the students' mean score, the student's score had fulfilled the KKM. There were only 26 students who got score ≥ 75 and 4 students who got score ≤ 75. It meant that students' comprehending of analytical exposition text only 86,66% (26/30x100%). There was improvement on students' reading ability. The mean score between students' Post test score cycle I and post-test cycle II was improved from 72,94 to 81,02. So the researcher stop in cycle II. it meant that the use of Collaborative Strategic Reading could improve the student's reading comprehension at the eleventh grade students of SMA Negeri 3 OKU 2018/2019.

5. CONCLUSION

Based on the data analysis the researcher found the students' pre-test score and post-test cycle I was improved from 60,89 to 72.94. Then the students' score in post test cycle I and post-test cycle II was improved from 72,94 to 79.74. Since the value t-obtained was higher than t-table. So the alternative hypothesis was accepted, it meant that the use of Collaborative Strategic Reading could improve the student's reading comprehension at the eleventh grade students of SMA Negeri 3 OKU 2018/2019.It can be concluded that Collaborative Strategic Reading worked effectively and efficiently in

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helping the student's reading comprehension at the eleventh grade students of SMA Negeri 3 OKU 2018/2019 and this learning has applied successfully and able to increased students' ability in reading comprehension.

The students were more active and participated in the teaching-learning process of reading comprehension. Therefore, Collaborative Strategic Reading can be alternative strategy for teacher in teaching reading which can improve their reading comprehension ability.

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