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USING COLLABORATIVE STRATEGIC READING (CSR) TO IMPROVE THE SECOND SEMESTER STUDENT OF MANAGEMENT STUDY PROGRAM IN UNIVERSITY OF 17 AUGUST 1945 BANYUWANGI

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Abstract: *This aim of the study was to improve the the second semester student of management in university of 17 august 1945 banyuwangi using Collaborative Strategic Reading (CSR). CSR combines two instructional approaches: reading comprehension strategy instruction and cooperative learning. The research subjects were the students of second semester in management study program. This class was chosen because most of students had low score of reading comprehension achievement and could not achieve the passing grade. Passing grade of English subject was 75. The research design was classroom action research which covers planning, acting, observing and reflecting. In cycle 1 the result showed that 52% students were active in the first meeting and 68% in second meeting. Next, in cycle 2 the students' involvement increased from 76% to 84%. It means that the result had met the standard requirement of process evaluation. Besides, the percentage of the students reading comprehension score in cycle 2 are higher than passing grade. The percentage of the students who got at least 75 in reading comprehension test had increased from 68% in cycle 1 to 76% in cycle 2. It means that second cycle had achieved the target score of this research. It can be concluded that CSR can improve students' reading comprehension and students' active participation.*

Article History

Keywords:

Collaborative Strategic Reading (CSR), Reading comprehension.

INTRODUCTION

Reading is one of the most important skills that needs to be mastered by students, especially in Junior High school. Pang, et al (2003) said that learning to read is an important educational goal. Reading ability is useful for everyone to open up a new world and find

opportunities. Reading becomes a significant skill in our daily life because it can give so many advantages for us. According to Rraku (2013), reading is a crucial activity of our daily life because every people read in many ways, as reading newspaper, reading book or bottle of medicine. It can be concluded that reading will be useful if someone can read many different materials and being able to understand them, it would give so many advantage in student's daily life. Reading skills are critical to the development of students, but it has very complex process. Roe, Smith, & Burns (2005) as cited by Shaaban, (2006) define reading as a complex act of communication in which a number of textual, contextual, and reader-based variables interact to produce comprehension.

According Pang, et al (2006) reading consists of two related processes: word recognition and comprehension. Reading comprehension is the core of reading activities. Comprehension is the way of building the meaning of the text. Tarskersley (2003) states that comprehension requires making meaning from words in the text. It means, by having comprehension, students are able to makes of sense what the text tell about. They can also catch the general or detail information what the questions ask the students. In the context of English as Foreign Language classroom, Alqami (2015) said that reading is process which usually involve classroom interaction, which happens among the teacher, the students and the text. In this case, students as readers interact with the text, with other readers as well as with teachers. Students interpret and critically evaluate the text, they share thought, feeling and ideas with the author of the text.

Based on the informal interview on 6 April 2024 with some students of management study program, it was known that reading is major problem. Many students still have difficulties in comprehending the text. In the form of classroom observation during the teaching and learning process of reading comprehension, it was found that students were lack of motivation. Students were busy with their friends and have lack of vocabulary made them difficult to understand the meaning of the text. They felt difficult to conclude the idea of the text itself. As a result, the students lose their intention in reading so that made them bored to participate in this learning process. In this case, the teachers' role is important to motivate students' reading comprehension. As a facilitator, teachers need to choose and set up a good reading materials and use interactive method to help students acquire the maximum value of their reading class and improve the students' active participation during class.

Based on the data from the teacher, Kriteria Ketuntasan Minimum (KKM) that is a passing grade is 75. Meanwhile, the percentage of students who got score ≥ 75 was only 8 out of 25 students. From the data above, the researcher conducted this research to help the students get the percentage of score better than before, and to improve the active participation of students during learning process. It is intended to know the improvement of percentage score after they are given action.

Therefore, the researcher considered a strategy that is suitable for teaching reading to make the teaching and learning process more effectively. The strategy needs to be adapted with the form of the class and the students' skill of the class, because every class has different problem. Nowadays, many teaching methods and strategy are existing to help teachers in improving their students' reading ability. One of those strategies known to improve students' reading comprehension is Collaborative Strategic Reading (CSR).

Riani (2013) states that CSR is a strategy of reading that makes students work in group that consist of three to five students to discuss a text. CSR is great for students with learning disabilities because they contribute to their group and feel successful and get the help they need with their reading. Klingner and Vaughn (1998) state that CSR is a collaborative strategy that teaches students to use comprehension strategies as working cooperatively. In this technique students have to apply four reading strategy: preview the text to know what they will learn, then giving feedback by deciding "click" (I get it) or "clunk" (I dont get it) for each paragraph, and also getting the gist of the main parts of the text and the end is wrapping up for key ideas. In other word, students have time to provide their group by working together.

METODOLOGY

This study applied Classroom Action Research (CAR) as the research design. It was designed to improve the students' reading comprehension achievement by using Collaborative Strategic Reading (CSR). Burns (2010:5) state that action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning. Furthermore, Khoirunnisa (2014) state that action research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English classroom.

In this study, classroom action research was conducted collaboratively with the English lecture of second student's semester of management study program to get result more objective and the teacher can implement this strategy in his class. The researcher was conducted this action while the English lecture became the collaborator. The action in this research was conducted in cycle, each cycle consisted of four stages of activity. There are planning, acting, observing and reflecting. This research applied Kemmis and Taggard's model adapted from Arikunto (2006:97).

RESULTS AND DISCUSSION

In the first meeting of teaching learning process of reading comprehension achievement by using CSR showed the result that the participation of students was 52% or 13 out of 25 students. It consists of the students making predictions there were 68% or 17 out of 25 students. There were 17 students who made predictions. It was used while was doing the pre reading activity. It can be said that in this indicators the students provide their idea before they read and it is an expectation that can be wrong or right. Then, the students engage in group discussion there were 72% or 18 out of 25 students. Students were attracted when they had to study in a group. Next, the students share their idea in the class. There were 60% or 15 out of 25 students. This activity was the students had to share what their idea about the text in the class. and the students' doing cooperative in group there were 68% or 17 out of 25 students. In group activity, all member of group had to take their role to break down the problem in the text. And the last, students doing exercise there were 76% or 19 out of 25 students. Reading exercise given after the activity in teaching using CSR completed. Doing the exercise means the students did the exercise that given by teacher. So, in the class observation of the first meeting there were 13 out of 25 students or 52% identified as active. In contrast, there were 12 out of 25 students or 48% identified as passive in teaching and learning process of reading comprehension using CSR.

In second cycle, to solve the problem in cycle 1 the researcher helped the students to make predictions. So, in cycle 2 the students' active participations were better than cycle 1. It could be seen from the observation there were 19 students who made predictions, 23 who engage in group discussion, 18 students who share their idea, there were students who cooperative in group and 24 students who did the exercise. So, there were 19 out of 25 students or 76% identified as active. In contrast, there were 6 students or 24% identified as passive in teaching and learning process of reading comprehension of recount text using CSR strategy. Total number of students

who were active participation in teaching and learning process using CSR strategy in the second meeting of cycle 2 was 21 of 25 students or 84%. It means that the requirement of 70% of students' active participation in the teaching reading recount text by using CSR strategy had been fulfilled. So, the result of observation in cycle 2, it can be said that the target of this research was achieved. There were 76% students in the first meeting and 84% students in the second meeting who were identified as active students in teaching and learning process using CSR strategy.

CONCLUSION

The success of the research above was influenced by some factors, the factors were as follow: In cycle 2, the researcher asked the students to make a note to find new words to make the students easily remember those words and also the meaning. Because it could help students do exercise. The researcher gave explanation and a clear example based on making question about implicit information. The results of the analysis of the data of this research indicate that the use of CSR can improve the students' reading comprehension achievement of second students management study program. This can be seen from the significant increase in the scores of the cycle 1, compared to the scores of the cycle 2. Based on the result of reading comprehension test that was done in cycle 1 and cycle 2, it was found that improvement in their active participation and it could be concluded that the use of Collaborative Strategic Reading (CSR) could improve the second student's management study program reading comprehension achievement in recount text. This was proved by the fact that the percentage of the students who got the score 75 or higher increased from 68% in cycle 1 to 76% in cycle 2. Furthermore, the average percentage of students who were active in cycle 1 was increased from 52% in the first meeting to 68% in the second meeting. In line with this, the students' active participation increased from 76% in the first meeting to 84% in the second meeting in cycle 2. From the findings, the result shows that the use of CSR was able to improve the students' reading comprehension achievement and the students' active participation during the teaching and learning process.

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