INVESTIGATING THE IMPLEMENTATION OF COLLABORATIVE STRATEGY READING TO STUDENTS' READING NARRATIVE TEXT

INVESTIGASI IMPLEMENTASI COLLABORATIVE STRATEGY READING TERHADAP TEKS NARASI BACAAN SISWA

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ABSTRACT

The aims of the research are to find out the implementation of Collaborative Strategy Reading (CSR) in students' reading narrative text and to describe the students' experience after learning about reading using collaborative strategy reading (CSR) in students' reading narrative text. This research used a qualitative approach with a case study design. The participants of the research were the teacher and the tenth-grade students of SMK Al-Bantari Cianjur with 25 students involved in this research consisting of 14 males and 11 females. The qualitative data was obtained through observation, field notes, interviews, and students' diaries. Based on the result of the data analysis, it can be concluded that Collaborative Strategy Reading (CSR) is able to improve students' reading comprehension of narrative text in the tenth grade of SMK Al-Bantari through four comprehension strategies which include preview, click, and clunk, get-gist, and wrap up by working cooperatively. Collaborative strategy reading also has positive outcomes concerning social relationships and interactions in the classroom. The students gave a positive attitude and actively participated during the implementation of collaborative strategy reading on narrative text. Moreover, collaborative strategy reading increased the students' self-confidence in group discussions, so they bravely expressed their ideas and learned to appreciate the ideas of others.

Keywords: Teaching Reading; Narrative text; Collaborative Strategy Reading

ABSTRAK

Tujuan penelitian adalah untuk mengetahui implementasi Collaborative Strategy Reading (CSR) dalam teks narasi bacaan siswa dan mendeskripsikan pengalaman siswa setelah belajar membaca menggunakan strategi CSR dalam teks narasi bacaan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Peserta penelitian adalah guru dan siswa kelas sepuluh SMK Al-Bantari Cianjur dengan 25 siswa terlibat dalam penelitian ini yang terdiri dari 14 laki-laki dan 11 perempuan. Data kualitatif diperoleh melalui observasi, catatan lapangan, wawancara, dan buku harian siswa. Berdasarkan hasil analisis data, peneliti dapat menyimpulkan bahwa penerapan Collaborative Strategy Reading (CSR) mampu meningkatkan pemahaman bacaan siswa terhadap teks naratif di kelas sepuluh SMK Al-Bantari melalui empat strategi pemahaman yang meliputi preview, click, dan clunk, get-gist, dan wrap up dengan bekerja secara

kooperatif. Membaca strategi kolaboratif juga memiliki hasil positif pada hubungan sosial dan interaksi di kelas. Para siswa memberikan sikap positif dan berpartisipasi aktif selama pelaksanaan pembacaan strategi kolaboratif pada teks naratif. Selain itu, membaca strategi kolaboratif meningkatkan kepercayaan diri siswa dalam diskusi kelompok, sehingga mereka berani mengekspresikan ide-ide mereka dan belajar untuk menghargai ide-ide orang lain.

Kata kunci: Pengajaran Membaca; Teks Naratif; Collaborative Strategy Reading

INTRODUCTION

Reading is a window to the world that can provide extensive information to increase knowledge about everything (Kustanti, 2016). Reading is the process of a fluent reader combining information from a text and background knowledge to construct meaning (Nunan, 2005). In the process, readers combine some information from the text and the background knowledge they already have. But unfortunately, students today still ignore the importance of reading (Sari, 2018).

This makes their interest in reading even lower. Based on The results of the 2018 Programme for International Student Assessment (PISA) study released by the Organization for Economic Co-operation and Development (OECD) (2019), shows that the reading ability of Indonesian students reached an average score of 371, with an OECD average score of 487 (Kemendikbud & Abduh, 2019). This puts Indonesia in 74th place. Meanwhile, another example from another country, China, is in the first position with an average score of 555 (Hewi & Saleh, 2020) (Tohir, 2019).

Based on this, the government is increasingly trying to find strategic steps to improve the reading literacy of Indonesian students (Amri & Rochmah, 2021). Because reading literacy is very important in the context of self-development, personal branding, professional development, schools, and national development (Rintaningrum, 2019) (Komalasari & Riani, 2023).

In Indonesia, English is a foreign language and one of the most important subjects taught in schools (Alfarisy, 2021). Therefore, based on the 2013 Curriculum, Vocational High School (SMK) students are expected to master four language skills, namely listening, speaking, reading, and writing, especially reading skills (Masril et al., 2020). Through reading, students can gain knowledge from books, newspapers, magazines, journals, or articles (Agustina et al., 2022) (AZIS, 2023).

Vocational students who like to read will have more knowledge than those who do not read because by reading students know the importance of information (Dianawati, 2013) (Sabriyadi et al., 2015). In addition, they can also share information from what they have read with other students. Thus, reading will provide students with a wealth of information about the world that will contribute to their success in their studies and later life. By mastering reading skills, vocational students will understand several types of reading texts; narrative, procedure, story, descriptive, etc. (Santosa, 2017).

Based on the Vocational High School syllabus, there are several types of reading texts that must be mastered by tenth-grade students, such as narrating, announcing, narrative, and descriptive

texts (Sriasih & Wendra, 2022). The skill in question is narrative text. Texts that connect a series of logical, chronological, and chronologically related events caused or experienced by factors (Susilawati, 2017).

In fact, based on an interview with an English teacher in the tenth grade of SMK Albantari Cianjur (2023). He stated that based on the results of daily evaluations out of 30 students, there were 15% of students enjoyed learning English and were able to understand English texts such as finding the main idea, supporting details, and summarizing the text. Meanwhile, about 85% of the students were categorized as lacking in English test reading ability due to boredom and lack of vocabulary owned by the students.

Thus, based on the results of his research Sundari, et al. (2023) show that it is difficult faced by students to learn English, especially in reading narrative texts (Sundari et al., 2023) (Anggadewa & Tarigan, 2022). Reading narrative text is considered a boring activity for students, and it is difficult to conclude the main idea of the text itself (Khoirunnisa & Widodo, 2019). Therefore, the role of teachers is very important to develop students' reading comprehension. One of them is that teachers can try to find strategies, methods, or techniques that can help students enjoy reading and develop their reading comprehension (Nurchurifiani, 2018) (Oktorianisarry et al., 2023).

Thus, many teaching methods and techniques can be used to facilitate teachers in developing students' ability in reading. One of the techniques known to improve students' reading ability is Collaborative Strategy Reading (CSR) (Nababan et al., 2022) (Ahmadi, 2017).

According to Klinger and Vaughn (2006), CSR is a collaborative technique that teaches students to use comprehension strategies while working cooperatively, there are four stages in this technique, namely preview, click and clunk, get the gist, and wrap up (Klingner et al., 2015).

Figure 1. Reading Comprehension Instruction Roadmap
(Source: Klingner et al., 2015)

The effectiveness of learning to read with the CSR strategy is shown by the results of Setyowati's research (2018) in which the average post-test score (65.75) is higher than the average pre-test score (49.85). In addition, T-score (23.115) > T-table 5% (2.093). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected (Setyowati, 2018). So it can be concluded that there is a significant effect on reading comprehension before and after being taught using the Collaborative Strategic Reading (CSR) method on students' reading ability (Nababan et al., 2022).

Another study conducted by Telaumbanua, et al (2023) showed that the use of CSR on students' reading skills in class X TKJ 2 at SMK Negeri 1 Sitolu Ori was proven effective. Which is shown by the results of the Collaborative Strategy implementation challenge is decoding 38% with 8 students, fluency 9% with 2 students, vocabulary 24% with

5 students, sentence construction and cohesion 9% with 2 students, reasoning and background knowledge 10% with 2 students, memory and attention 10% with 2 students (Telaumbanua et al., 2023).

Based on the researcher's initial observation, English teachers at SMK Albantari Cianjur have implemented CSR in the learning process of reading narrative text. English teachers at SMK Albantari Cianjur have implemented CSR in the learning process of narrative text. In practice, they use the stages as described. The stages are 1) Preview; Students study the reading text first and predict the content of the reading. 2) Clik and clunk; Students look for difficult words and try to understand the meaning of the word. 3) Students try to understand the main idea of each paragraph. 4) Students discuss the correctness of the main idea contained in the reading text.

However, based on the interview with the English teacher at the school they explained that there are still many students who have difficulty in reading narrative texts. So, the purpose of this study is to find out; 1) How is the process of implementing CSR in learning to read narrative text, and 2) How students respond to the implementation of the strategy. The novelty of this study is to describe the process of implementing CSR and knowing students' responses after learning by using the strategy to improve students' ability to read the narrative text in grade 10 of SMK Al-Bantari Cianjur.

METHOD

This study used a qualitative approach. Qualitative research is research that involves the extent to which various learning, attitudes, or ideas exist, or how well or how accurately they are developed (Freeman et al., 2014). The research design of this study is a case study. Case studies explore real-life, contemporary finite systems (cases) or multiple finite systems (cases) over time, through detailed and in-depth data collection involving multiple sources of information and reporting case descriptions and case themes (Levitt et al., 2018). Meanwhile, the data collection instruments are; observation, field notes, interviews, and student diaries. To analyze the data, the author used descriptive qualitative techniques (Moleong, 2007) to present data based on observations, field notes, interviews, and students' diaries. The participants of this study were English teachers and tenth-grade students of SMK Al-Bantari Cianjur with a total of 25 students consisting of 14 boys and 11 girls.

RESULTS AND DISCUSSION
1. **The implementation of Collaborative Strategy Reading (CSR) in student's reading narrative text**
a. **Observation**

Researchers observed teachers and students during the learning process. Observations focused more on what happened in the classroom. The following is a description that will be delivered in two meetings. Each meeting will be divided into classroom activities, namely opening, core activities, and closing. The description includes what happened in the classroom during the teaching-learning process, the findings will be described in the first meeting the teacher provided narrative text material about *"Sura and Baya"* using the

Collaborative Reading Strategy. In this class, 14 students actively participated in the class, and 11 students were not active during the learning of reading narrative texts that applied the collaborative reading strategy. In the second meeting, 22 students actively participated in the class, and 3 students were seen as inactive during the learning of reading narrative text using a collaborative reading strategy (CSR).

The results of researcher observations from 2 meetings of learning to read narrative text in English using CSR show an increase in student motivation to take part in the learning. It can be seen that only 3 students are not active. The results of this observation show that students' reading comprehension in understanding narrative text using CSR is proven to increase.

This is in line with the results of his research by Pardede (2017) that the learning outcomes of students' English reading skills in understanding narrative text taught with Collaborative strategic reading (CSR) learning strategies are better (Pardede, 2017). The results of the study were also reinforced by the results of the research by Husni, et al (2017), which explained that based on the results of the calculation of the average value, the average value of the initial test was 36.35, and the average value obtained from the final test was 86.03. The data obtained from the initial test and the final test were statistically analyzed using the t-test formula calculation. The t-table result for dk 21-1=20 at the 0.05 significance level is 1.725 and the t-count result of 13.03 shows that the t-count is greater than the t-table. Based on the results of this study, it can be concluded that CSR is proven effective in improving students' reading comprehension skills (Husni et al., 2017).

b. Interview

In this activity, the researcher interviewed the teachers after they finished the class. The teacher stated that the students enjoyed the learning process using CSR. The students created positive relationships among their group members, and they were motivated to follow the learning process. The students gave a positive attitude towards the implementation of CSR. They followed the instructions and actively participated during the learning through CSR. In addition, the students can understand the content of the text.

The teacher stated that the CSR gave positive results for the students. The students can identify the main idea and genetic structure of the text. And also understand the content and information of the text. In addition, CSR not only helps students to develop their reading comprehension but also helps students to develop strong habits in learning. CSR also increases students' confidence in expressing their ideas in group discussions.

Unfortunately, the teacher pointed out the disadvantages of using CSR as a method. The class becomes noisy and disrupts the learning process. Thus, the teacher has to pay more attention to directing students. In addition, the duration of learning is also a factor. Teachers need more time to divide students into groups and assign students to certain roles. In addition, students with learning disabilities also need more time to practice the strategies and apply them in reading. Based on the results of the interview above, explain that in addition to CSR having

advantages in improving students' reading skills in English, teachers also find weaknesses in the application of these strategies, namely the duration of learning that is too long, the learning atmosphere that tends not to be conducive and very noisy. The weaknesses of the CSR method are also in accordance with the results of his research by Mardiani (2017), which explains that the weakness of the application of CSR is that the learning atmosphere becomes noisy it disrupts the overall learning process (Mardiani, 2017).

c. Student's Diaries

The researcher describes the result of the student's diary in order to support the observation and interview data concerning the implementation of collaborative strategy reading in the student's reading narrative text. The results of the student's diary are obtained from 6 students. Based on the student's diary, the information obtained is as follows table 1:

Table 1: The Results of Morphemic and Contextual Analysis (Preview)

No	Respondent	Statement
1	R1	"I follow all instructions that my teacher says about the collaborative strategy reading process. I feel no bored. We can find the main idea, and make a conclusion of the text about Sura and Baya easily because it does with our friends in the group."
2	R2	"Collaborative strategy reading is a method with four stages and six roles. I am a leader in a group. When I studied narrative texts on the topic of sura and Baya, I could find the main idea but I could not make a conclusion. Because there are some words that I rarely see."
3	R3	"When I learn about narrative text with Collaborative strategy reading. It is so challenging because I can try to practice reading a log with my group. It is easy to find the main idea even if I cannot conclude the text.".
4	R4	"Learning narrative text with CSR is quite fun. The teacher explains the stages of CSR in detail. We will be divided into groups and roles. In this CSR there are the four stages of preview, click and clunk, get the gist, and wrap Up. I got the role of gist expert. During the learning process, I can follow it well and understand."
5	R5	"Using collaborative strategy reading as a method is easy to make a conclusion and find the main idea because work together with our group. I feel fun following all of the stages in

No	Respondent	Statement
		collaborative strategy reading. And when my teacher divided some roles, I selected a gist expert role."
6	R6	"In this learning, I know collaborative strategy reading has four stages and 6 roles. Each role has different duty I selected as a clunk expert. I get difficulty finding out the main idea, but my friend helps me, and I can feel fun and be active"

(Source: Research Data)

Based on the first meeting, it is indicated that there are 4 Respondents had followed all of the stages in collaborative strategy reading and 2 Respondents have a different experience or difficulty learning such as finding the main idea by using collaborative strategy reading. Here are the results of the student diaries at the second meeting in the table 2 below:

Table 2: The Result of Click Clunk and Get the Gist Analysis

No	Respondent	Statement
1	R1	"In the second meeting, my teacher gives me a different topic. It is the story of a smart parrot. This text is easy to understand because the vocabularies are familiar. I feel better than before. After following two meetings to learn narrative text through collaborative strategy reading, I can find the main idea, and supporting detail and make a conclusion."
2	R2	"Some stages of collaborative strategy reading are explained by our teacher well. In the second meeting, my teacher gives the topic "The story of a smart parrot" Also I am a leader in my group. The text is easy to understand. I can find the main topic, and supporting detail and conclude discussing with my group."
3	R3	"My teacher pushes me to be active in the group, and I enjoy every stage of CSR. From this lesson, I can get new experiences from my friend on how to conclude the text."
4	R4	"On the second day, I learned narrative text with CSR with a different topic, namely "the story of Smart Parrot," I think the text on the second day is easier because the vocabulary is easy to understand and we already understand the duties of each role in the CSR method."
5	R5	"In the second meeting, learning collaborative strategy reading is the same as the first meeting. But the teacher

		gives different topics. It is the story of a smart parrot. I can learn narrative text deeply in this meeting. And more active in the group to discuss the text."
6	R6	"In the second meeting, I am not following the learning and find the main idea even my friend helps me."

(Source: Research Data)

Based on the explanation of table 2 above, the respondent had more responses about their experiences in using Collaborative strategy reading the researcher concludes that 5 Respondents followed all stages of collaborative strategy reading well, and one respondent cannot follow the learning.

This study shows that CSR activates students' background knowledge by making predictions using the preview strategy. CSR also enables students to identify the main idea and supporting ideas from the text through the gist strategy. In addition, students can understand the content and summarize information from the text through the wrap-up strategy. They can also understand the vocabulary from the text through the click-and-clunk strategy. It is assumed that CSR has an important role in improving students' reading comprehension. This finding is consistent with research (Risma, 2019) which indicated that teaching reading on narrative text by using Collaborative Strategy Reading (CSR) can improve students' reading comprehension (Risma, 2019). Another study explained that the application of CSR in learning to

read narrative English text is the right choice (Lestari et al., 2021)

2. The Student's Experiences toward The Implementation Collaborative Strategy Reading in Student's Reading Narrative Text

a. Observation

The observation results show that students' experience in learning to read narrative text through collaborative reading strategy has developed, especially their cognitive ability in reading narrative text. This can be seen from their worksheets between two reading tasks in groups. In the first task, their reading weaknesses were seen from the generic structure and language features. However, after the second task, the students seemed to have learned from their mistakes in reading. The students' experience is in line with Nurhadiansyah's (2019) research which explains that CSR has a positive influence on increasing reading activity and the ability to understand reading content. Because in the learning process, CSR makes the class active, creative, and fun (Nurhadiansyah et al., 2019).

b. Interview

The researcher describes the result of the interview to support the observation data concerning the student's experiences toward collaborative strategy reading in students' reading narrative text. Based on the interviews, the information obtained is as follows table 3:

Table 3: The Result of Wrap-Up Analysis

No	Respondent	Explanation of the Interview
1	R1	The implementation of CSR made it easier in

		understanding how to find out the main idea and make a conclusion. Moreover, using CSR as a method was interesting for R2 because it made the learning process not boring. When R2 found difficulties in identifying the text, R2 used the dictionary and discussed it with the members of the group.
2	R2	The learning process cooperatively was not truly effective because there was a member who did not give any contribution to the group. Besides, the role that had been given was not appropriate for the student's ability in the group.
3	R3	Learning reading comprehension using CSR was fun. The implementation of CSR helped students in practice to read an English text fluently. Besides, CSR helped students comprehend the text by sharing ideas among the members and solving problems together.
4	R4	Using CSR as a method was helping in reading comprehension because it worked cooperatively. When R4 found difficulties in understanding the text,
		R4 will be asking to the members of the group and solved the problem together.
5	R5	The implementation of CSR was an easy way to find out the main idea and supporting detail of the text. It caused all of the members in the group to try to express their ideas to get the point. The task was finished more quickly. On the other hand, R5 stated that the learning process in groups made the class noisy. So, the class disrupted the learning process.
6	R6	Learning reading comprehension using CSR was fun to do. The implementation of CSR helped students comprehend the text easily. such as finding out the main idea, making a conclusion, and supporting detail because it worked cooperatively. R6 claimed that an interesting part of comprehending the text using CSR was the second part (click and clunk). When R6 found the clunk word, R6 tried to identify the words without a dictionary and go back to reread the sentence to get the point. On the other hand, R5

did not agree with the role that has been given.

(Source: Research Data)

c. Student's Diaries

The researcher describes the result of the student's diary in order to support the observation data concerning the student's experiences toward the implementation of collaborative strategy reading in learning reading narrative text. the student's diaries are obtained from 6 students.

Table 4: The Result of Student's Diaries Statement

No	Respondent	Explanation of the Interview
1	R1	"Learning narrative text using collaborative strategy reading there are four stages. Such as preview, click and clunk, get-gist, and the last wrap-up. I follow all instructions that my teacher says about the collaborative strategy reading process. I feel no bored. We can find the main idea, and conclude the text about Sura and Baya easily because it does with our friends in the group."
2	R2	"Collaborative strategy reading is a method with four stages and six roles. I am a leader in a group. When I study narrative text with the topic sura and Baya, I can find the main idea but I cannot conclude. Because there are some words rarely."
3	R3	"When I learn about narrative text with collaborative strategy reading. It is so challenging because I can try to practice reading a log with my group. It is easy to find the main idea even if I cannot conclude the text."
4	R4	"When studying English, I find it difficult to learn because it is noisy. I cannot focus"
5	R5	"Implementing collaborative strategy reading as a method is easy to make a conclusion and find the main idea because work-together with our group. I feel fun following all of the stages in collaborative strategy reading. And when my teacher divided some roles, I selected a gist expert role."
6	R6	From this learning, I know that collaborative strategy reading has four stages and 6 roles. Each role has different duty I selected as a clunk expert. I get difficulty finding out the main idea but my friend helps me and I can feel fun and be active"

(Source: Research Data)

Based on the explanation of table 4 above, the respondents had more responses about their experience using the collaborative reading strategy, it can be concluded that the respondents followed all stages of the collaborative reading strategy well, and one respondent could not follow the learning.

The implementation of CSR has a positive attitude among students (Telaumbanua et al., 2023). The results of observations, interviews, and student diaries of six tenth-grade students of SMK Al-Bantari show students' responses about their experiences after learning to read using different CSR.Because learning makes them happy, fun, interesting, motivated, enriched with new knowledge, and not easy. But they make the class look lively and fun. One of the benefits of cooperative learning is creating an active learning environment (Orlich et al., 2012).

The result of this study is that tenth-grade students of SMK AL-Bantari have a positive attitude. The students followed the instructions and actively participated in the activities. In the learning process, the students created positive relationships among their group members, and they were motivated to read.

Moreover, the students dare to express their ideas, give more explanations to their group members, and reject their friends' ideas. Thus, the application of CSR in learning to read English narrative text has a significant effect on students' reading ability (Putri, 2017)

CONCLUSIONS

Based on the result of the data analysis, the researcher could conclude that the implementation of Collaborative Strategy Reading (CSR) able to improve student's reading comprehension of narrative text at the tenth grade of SMK Al-Bantari through four comprehension strategies which include preview, click, and clunk, get-gist, and wrap up by working cooperatively. Collaborative strategy reading also has positive outcomes concerning social relationships and interactions in the classroom. The findings of the research showed that the process of using collaborative strategy reading on narrative text motivated students in reading comprehension. The students gave a positive attitude and actively participated during the implementation of collaborative strategy reading on narrative text. Moreover, collaborative strategy reading increased the students' self-confidence in group discussions, so they bravely expressed their ideas and learned to appreciate the ideas of others.

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