INVESTIGATING THE USE OF COLLABORATIVE STRATEGIC READING (CSR) IN STUDENTS' LITERACY ACTIVITIES IN A SENIOR HIGH SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki penggunaan Collaborative Startegic Reading yang meliputi strategi *preview*, strategi *click and cluck*, strategi *get the gist*, dan strategi *wrap up* dalam kegiatan litearsi yang dilaksanakan di sebuah sekolah menengah atas di Surabaya. Penelitian ini menggunakan desain kualitatif untuk menyampaikan hasil dan pembahasan secara deskriptif dengan menggunakan catatan lapangan (*field notes)*, kuisioner, dan transkrip wawancara sebagai instrumennya. Data diperoleh melalui tindakan observasi non-partisipan, pendistribusian kuisioner, dan interview. Kemudain, peneliti menganalisa data dengan cara memahami dan mengorganisir, pengodean dan pengurangan, serta menginterpretasi dan merepresentasikan hasil. Hasil dari penelitain ini menunjukkan bahwa para siswa menggunakan dan mengaplikasikan beberapa strategi membaca *Collaborative Strategic Reading (CSR)* selama kegiatan literasi. Para siswa mengaplikasikan strategi *preview* dengan cara brainstorming and prediksi, strategi *click dan clunk* dengan cara strategi monitoring dan menebak makna kata-kata sulit, strategi *get the gist* dengan cara mengidentifikasi ide utama, serta strategi *wrap up* dengan cara merumuskan pertanyaan sendiri dan diskusi. Strategi-Strategi membaca tersebut menunjukkan dampak positif pada pemahaman membaca yang diikuti dengan kemampuan berfikir kritis. Penelitian ini dapat digunakan sebagai refleksi dan referensi untuk siswa-siswa, praktisi dan peneliti selanjutnya untuk melakukan peneliatan lebih lanjut yang berkaitan dengan Collaborative Strategic Reading.

Kata Kunci: Literasi, Pemahaman Membaca, dan *Collaborative Strategic Reading*

Abstract

The objectives of this study were to investigate the use of Collaborative Strategic Reading such as Preview strategy, Click and Clunk strategy, Get the gist strategy, and wrap up strategy during student's literacy activities in a senior high school in Surabaya. This study used qualitative design and descriptive discussion to convey the result by using field notes, questionnaires, and interview transcripts. The researcher collected the data through non-participant observations, questionnaires distribution, and interviews. Moreover, the data were analyzed by familiarizing and organizing, coding and reducing, and interpreting and representing the result. The result shows that the students use and apply reading strategies of Collaborative Strategic Reading (CSR) during their literacy activities. It can be seen that they apply the preview strategy by brainstorming and predicting the text that they will read, the click and clunk strategy by monitoring and guessing meaning of unfamiliar words; get the gist strategy by identifying the main idea, and the wrap up strategy by formulating their own questions and discussing. Those reading strategies positively impacted students' reading comprehension and critical thinking skills. Furthermore, this research can be used as a reflection and reference for some students, practitioners, and further researchers to conduct other studies about Collaborative Strategic Reading.

Keywords: Literacy, Reading Comprehension, and Collaborative Strategic Reading.

INTRODUCTION

Indonesia has a low literacy level (Ibrahim, G, 2016). Program for International Students Assessment (PISA) mentioned that Indonesia ranked 40th out of 41 countries in 1997 and 64th out of 65 participating countries in 2000. Dadang Sunendar, the head of Ministry of Education and Culture's Language and Book Development Agency (2019), stated that the literacy level of Indonesian students is 61%, taken from all the provinces in Indonesia with a total of 298 schools.

Literacy contributes to supporting good human resources (Ibrahim, 2016). Therefore, designing education that can increase the literacy index is needed to improve

human resources quality. One of the ways to improve literacy levels in learning activities is to be familiarized at an early age. Introducing reading is a first step that can foster literacy activity. It is in line with Palani (2012), that establishing reading habits at an early age is necessary to engage people in developing their thinking process. Thus, the government designed a strategy to support that goal by creating a literacy program called *Gerakan Nasional Literasi Bangsa (GNLB)* with a theme of Langauge as A Character Enhancer. That program targets elementary and middle school students on active reading and is designed based on the regulation of the Ministry of Education and Culture No. 23 of the year 2015 about literacy (*Permendikbud Nomor 23 tahun 2015.* It also includes some rules and procedures to support the GNLB.

The literacy program commands the students to read other than subject books every day for fifteen minutes. Based on the theme of the *GNLB* program, a strategic step to cultivate a character through language is accustoming students by reading a narrative book that is inspiring and motivating. Besides, students can create a summary as a product of reading and a receptive language process. Receptive language regards an ability to understand written information through visual information provided in a passage, such as pictures, graphics, and keywords (Cheung, et al., 2021). This activity benefits students by enriching their vocabularies, improving their language skills, and enhancing their reasoning and critical thinking skills in understanding written information.

Regarding the explanation above, reading skill is essential to obtain good comprehension. Reading is an active process of interacting with and examining the text to infer meaning (Tennent, 2015). As the goal of reading is to gain meaning, reading involves a cognitive process to analyze written information (Wang and Gafurov (2015). Based on Wang and Gafurov (2015), constructing comprehension is integrated with prior knowledge to process written information by recalling previous knowledge to generate meaning. Thus, it can be concluded that reading entails a cognitive thinking process and readers' prior knowledge to attain comprehension. Palani (2012) also explains that reading entails a thinking process in analyzing the content and the language used by activating logical connections to interpret the text. It can be inferred that reading promotes critical thinking skills to identify and examine the text. Hence, Palani (2012) claims that readers' thinking process will develop through reading habits. Therefore, establishing a literacy program as a reading habit is essential to support reading comprehension development since reading habit facilitates continuous experience (Owusu-Acheaw, 2014).

In other words, reading habit is a form of consistency of reading practice to promote better understanding.

However, the issue of reading failure in the literacy activity cannot be denied. It happened due to many reasons. Ebru Kaya (2015) asserts that readers face difficulty comprehending a text because of the lack of ability in L2, unawareness to activate the cognitive skill and inability to make a logical connection with prior knowledge. Therefore, reading strategies must be used to overcome this issue. Reading strategy is a conscious process integrated with cognitive skills to derive a conclusion (Kendeou, et al., 2014). Kendeou (2014) also states that readers should activate their cognitive skills to identify and justify the information by utilizing reading strategies to gain comprehension and meet their reading purposes. Thus, readers need to be aware of their thinking process in analyzing the action of reading strategy to acquire comprehension.

Many researchers introduce various reading strategies. For instance, Carly Smith (2012) states that reading strategy by activating background knowledge is vital to build a connection between prior knowledge and written information to generate the prediction. Meanwhile, Perfetti and Adolf (2012) stated that reading strategies include questioning, language unit analysis, drawing conclusions, and evaluation influence reading comprehension. Moreover, Susanti, et al. (2020) mentioned that reading strategies, including activating prior knowledge, predicting, observing and identifying essential points, guessing meaning, making inferences, and reviewing, are necessary to be applied in reading to encourage students to think critically and logically.

Reflecting on those strategies introduced by some researchers, Collaborative Strategic Reading (CSR) performs to gather those strategies effectively and efficiently through strategies such as brainstorming and predicting *(preview)*, monitoring strategy *(click and clunk)*, identifying the main idea *(get the gist)*, and reviewing *(wrap up)* (Klingner, et al., 1998). Klingner, Vaughn, and Schumm (1988) introduce this education theory to overcome a reading problem in acquiring reading comprehension. The researchers state that the students must be facilitated with reading strategies to obtain adequate reading comprehension. The researchers conducted a study in 1998 which is entitled *Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth-Grade Classrooms;* to investigate the significance of reading strategies in Collaborative Strategic Reading. The study reveals that students gain better comprehension in reading when they implement the reading strategies of CSR (Collaborative Strategic Reading).

Then, Klingner and Vaughn (1998) describe how CSR strategies help to overcome reading problems and promote better understanding. First, the *preview* strategy prompts readers to brainstorm ideas within a passage to predict the author's intention by activating background knowledge. Having prediction about the book facilitate meeting readers' motivation to read, which also influences reading comprehension (Cheon & Ma, 2014). Second, the *Click and Clunk* strategy engages students to have the awareness to monitor their understanding while reading a text. Monitoring the understanding facilitates meeting both the understandable parts and difficult ones. Collaborative Strategic Reading provides some reading strategies to fix the reading problems, which are (1) re-reading the sentence by referring to the context of information, (2) re-reading the sentence with the unfamiliar word, and the sentence before or after the unfamiliar words to seek clues, (3) look for a prefix or suffix in the word, and (4) break the word apart for looking the smaller word that is familiar. Third, the *Get the Gist* strategy regards identifying important ideas also restate those significant points in their own words. *Get the gist* trains students to have the awareness to monitor their reading progress by ensuring that comprehension is obtained well through recognizing the main ideas. This strategy aims to improve readers' understanding and memory of what they have acquired while reading (Jafre, et al., 2012). Fourth, the *wrap up* strategy is reviewing the activity by concluding a passage in their own words. This strategy aims to enhance students' comprehension and memory by recalling information they have gained through composing their questions and answers. The researchers also explain that constructing question starters like what, where, when, who, why, and how; helps readers to clarify whether the information is proper with the main information in the text. The researchers state that this strategy can be done in groups to promote collaborative learning so that students feel secure and comfortable sharing and evaluating their comprehension.

Klingner and Vaughn (1983) also state that Collaborative Strategic Reading (CSR) allows collaborative learning to work in groups to share ideas. Klingner and Vaughn (1983) define Collaborative learning as a learning activity by working in small groups that allow students to interact with each other to deliver their ideas toward the written information. It can be said that collaborative learning facilitates students to have a wide perspective through discussion. Laal and Ghodsi (2011) assert that collaborative learning promotes some benefits for heterogeneous students both in social and psychological aspects. Collaborative learning drives a positive learning environment to work cooperatively in which students can convey and listen to one's ideas as an effective form of interaction (Laal & Ghodsi, 2011). Moreover, Laal and Ghodsi (2011) also imply that working in a group can decrease students' anxiety and enable students to feel at ease in delivering ideas and opinions. Collaborative learning also engages in thinking critically by evaluating ideas among students. Jafre, et al. (2012) state that this strategy allows students to work cooperatively in groups to facilitate them for having extensive comprehension. Having discussion allows peer or group feedback, so they have a wider perspective to understand better.

Susanti, et al. (2020) also states that CSR enhances reading skill through its strategies to overcome reading problems, such as low cognitive ability in processing written information along with critical thinking and logical reasoning to generate meaning or conclusion. Collaborative Strategic Reading provides those reading strategies to lead students to do some reading skills, including brainstorming and predicting, monitoring skills, analyzing main information, and generating their questions to ensure comprehension and summarizing (Sudibyo and Wahid 2021). Reading strategies in CSR engages the student to think critically, especially in analyzing a text as a problem-solving that indicates high thinking order skill process to overcome failures in reading (Susanti, et al., 2020).

Various studies about Collaborative Strategic Reading have been conducted. For instance, Nosratini and Zaker (2013) conducted a study which is entitled *Toward Humanistic Instruction: Collaborative Strategic Reading Approach and EFL Learner's Reading Comprehension*; the study reveals that Collaborative Strategic Reading enhances reading comprehension and trained students to be independent through its strategies. Besides, Ferhan Karabuga and Ebru Sire Kaya (2013), in their studies entitled *Collaborative Strategic Reading Practice with adult EFL Learners: A Collaborative and Reflective Approach to Reading*; assert that students showed improvement in reading comprehension through predicting, fixing difficult words, formulating their questions, and generating a conclusion. Another study conducted by Gani, et al. (2016) implies that CSR significantly impacts reading comprehension by having awareness in monitoring the reading process and group discussion to share ideas and opinions among others. Besides, CSR also develops students' social skills due to collaborative learning involvement (Laal & Ghodsi, 2012). Thus, students also have a chance to interact with others to share their ideas, opinion, and feeling.

According to previous studies above, some reading strategies in Collaborative Strategic Reading have similarities with reading activities in the Indonesian school context formed in a literacy program called

Gerakan Nasional Literasi Bangsa (GLNB). However, it remains unclear thing towards on how the students performed those reading strategies in their literacy activity. Thus, this study aimed to investigate students' literacy activities by reflecting on Collaborative Strategic Reading in a senior high school. Collaborative Strategic Reading is brought as the theory to be reflected with literacy activities since it covers effective reading strategies such as brainstorming and predicting (preview), guessing meaning (click and clunk), identifying and restating the main idea (get the gist). Self-questioning and summarizing (wrap up) are the reading skills that engage students to think critically to overcome some reading problems in obtaining comprehension.

Based on the background above, this paper investigates how Collaborative Strategic Reading is reflected in a student's literacy activities by focusing on the research questions below:

1. What reading strategies of Collaborative Strategic Reading are used by students during their literacy activities?
2. How the students apply reading strategies of Collaborative Strategic Reading in their literacy activities?
3. How can the strategies of Collaborative Strategic Reading help the students in reading comprehension?

METHOD

The research design of this study is qualitative research. Qualitative research focuses on comprehending a social phenomenon related to human behavior and participation. (Ary, et al., 2010). Ary, et al (2010) stated that qualitative research design aims to obtain a deep understanding of a specific event in an analysis report. Thus, the data of this research is presented descriptively to interpret the social phenomenon.

This study was conducted in a major language class of a reputable senior high school in Surabaya, SMAN 21 Surabaya. The subjects of this research were eleventh graders, a total amount of twenty-one students. The students consist of fifteen female students and six male students. They were chosen as the subjects for this research since the class conducted literacy activity as a compulsory program based on the regulation of The Ministry of education and Culture.

In this research, the researchers used three kinds of instruments. They are field notes, unstructured questionnaires with open-ended questions, and interviews. Each of the instruments was used for gaining different data. In addition, video and tape recorders were also used as the additional instruments of this stud.

First, field notes were used to get the data for answering the first research question. The researcher used field notes to observe the literacy activity run in the 11th-grade class for two days on 14th – 15th March 2019. The literacy was conducted for about fifteen minutes before starting the main lessons by reading narrative books. The researcher applied non-participant observations, which means the researcher was not involved during the activity, and let the activity run regularly and naturally without giving instruction or intervention. The researcher adapted to use the form of field notes from Ary, et al, (2010:454) that contain two sections, including description and reflection parts. In the description, the researcher noted the detailed information, including location, date, time, participants, and the reading activity during literacy. Meanwhile, in the reflection part, the researcher conveyed the comments, feelings, and opinions related to the description of events.

Second, the questionnaires were used to answer the first and second research questions. The researcher used an unstructured questionnaire with open-ended questions to develop the sense of questions based on the research objective and explore the learners' thoughts, opinions and feeling toward the issue. Moreover, questionnaires and field notes are considered the main instruments in this research. Third, the interviews were used to gain the learners' opinions about how the strategies of Collaborative Strategic Reading help the students in reading comprehension. In this research, the semi-structured interview was used in order to explore the learners' opinion, feeling, and thought about the issue in depth. The researcher conducted interviews with eight selected students as the representatives to refer to reading strategies in CSR. The researcher considered some criteria in selecting eight students to be a purposive sampling as the criteria that illustrate four reading strategies of CSR to meet the objectives of this study. The way they applied reading strategies of CSR in the literacy activities included its significance on reading comprehension. Furthermore, this instrument was used as the complementary instrument for answering the questions.

In analyzing the data, the researcher applied a descriptive manner. Based on Ary, et al (2010), there are three steps in analyzing qualitative data: familiarizing and organizing, coding, and reducing, and interpreting and representing. First, the researcher read the data for several times in order to familiarize and indicate the key ideas of data. Then, the researcher organized the data into four categories based on reading strategies in Collaborative Strategic Reading. The researcher classified the data by using coding. Coding is assigning the data into some categories by breaking down a huge amount of data into several categories (Ary, et al, 2010). The researcher

encoded the data into some categories that are raw data, preliminary codes, and final codes (Saldana, 2009).

Johnny Saldana (2009) assumed that coding assists in denoting similarity, differences, frequency, sequence, correspondence, and causation. Ary, et al (2010) also suggested putting all categories with the same coding to assist a researcher in making sure they have similarities for further examination. Thus, the researcher did further coding by categorizing all the data to seek the similarity and differences among the data. Then, reduce the data that did not meet the criteria of CSR strategies.

In the last stage, the researcher did the steps of interpreting and representing. "Interpretation is bringing out the meaning, telling the story, providing an explanation and developing explanations representation is about how the data are presented" (Ary, et al, 2010). The researcher interpreted and represented the data instruments in a descriptive manner to seek an understanding of what reading strategies of CSR used, how the students applied those strategies and how those strategies affected students' reading comprehension.

RESULT AND DISCUSSION

1. **Reading Strategies of Collaborative Strategic Reading (CSR) Used by Senior High Students in Literacy Activities**

   The result of the first research question was obtained from the filed notes and questionnaires. The result shows various kinds of reading strategies used by the students.

   a) **Preview Strategy**

   The result of the field notes and questionnaire reveals that most of the students observed the book cover and read the title first before reading the whole book. Some of them also preferred to read the synopsis before reading the whole story. Those ways indicate that students tried to predict a story through the title, heading, and keywords. There were also some students who used pencils or pens as the pointer to maintain their focus and did note-taking on some key points. Thus, it indicates that most of the students did brainstorming skills by skimming and scanning to predict a story. Students did skimming by reading fast at first before reading the whole story. They read quickly through reading the title and synopsis as clues to predict the story.

   Moreover, students did scanning, which refers to seeking certain information or key ideas. The students did scanning on keywords that are most repeated in a book or novel,

which led them to predict the topic, plot, and conflict of a story. Some of them also did scanning by doing note-taking on some keywords to predict the theme of a story.

Thus, it can be concluded that students have experienced skimming and scanning as brainstorming skills that indicate preview strategy in Collaborative Strategic Reading. These ways help them to predict a story through keywords that mostly appear before reading the whole story.

b) **Click and Clunk Strategy**

The result of field notes and questionnaires shows that some students didn't become really aware of monitoring their reading progress. Still, some of them were aware of monitoring their reading comprehension and applying the guessing meaning strategy when they met difficulties with unfamiliar words.

Some students just read the novel as usual by maintaining eye contact with the book without note-taking. They enjoyed the reading as informal and fun activity neither having attention to some unfamiliar words. Besides, some students use their mobile phones as digital dictionaries to look for the meaning of difficult words while reading. They searched for the meaning of a difficult word and then translated them into Bahasa. After they knew the meaning, they noted it and then continued reading the story.

However, not all students did that way. Some students were aware of monitoring their reading progress, including the understandable parts and difficult ones. The students also tried to fix the problem by applying guessing meaning strategies such as (1) re-reading the sentence by referring to the context of information, (2) re-reading the sentence with the unfamiliar word and the sentence before or after the unfamiliar words to seek clues, (3) looking for a prefix or suffix in the word, and (4) breaking the word apart for looking the smaller word that is familiar.

c) **Get the gist Strategy**

Field notes and questionnaires show that most students used this strategy to identify the main ideas found while reading a narrative book. The researcher noticed that students underlined the main ideas to get the gist strategy to help them get to know where the important ones are located. Thus, this way probably is a sign to show the location of the

main ideas or important parts of a story. Moreover, giving an underline or highlighting significant ideas help readers to keep the important ones in memory. Furthermore, the students summarized the main ideas briefly to recall their memory in understanding a story. This strategy helped them to ensure their understanding byreporting the most important ideas about the topic, setting, subjects, and the events

d) Wrap up Strategy

The result of the questionnaire points out that mostof the students applied the wrap up strategy by summarizing through generating their own questions. It is shown that when they conclude a text or a book, they try to recall the memory about the theme, topic, plot, setting and important ideas within a story to generate a summary for better understanding. Students also experienced togenerate own questions to review a book. They formulated their own questions to recall a memory aboutthe topic, setting, conflict, and story to ensure their comprehension. Moreover, the students applied this strategy by summarizing. It helps them to assist in recalling the main points and important information in a brief conclusion. Some students claimed that creating a summary by seeking out some main points and key ideas contributes in order to making it easier to understand.

Furthermore, most students applied this strategy by experiencing sharing and discussing to promote collaborative learning and work in groups cooperatively. After the students finishedreading the novel, some of them noted some words in their book and discussed them with their friends. The discussion is conducted among the chair mates for about ten minutes. They shared their story, their feeling, and their opinion. They also shared their difficulties with unfamiliar words and understanding some ideas of the story.

2. Reading Strategies of Collaborative Strategic Reading (CSR) Applied by Senior High Students inLiteracy Activities

The result of the second research question was obtained from the questionnaires. The result shows that there are various ways of Collaborative Strategic Reading applied by the students in literacy activities.

a) Preview Strategy

The questionnaire result indicates that most students applied the preview strategy by brainstorming and predicting a story. They did brainstorming by skimming and scanning. Skimming refers to reading fast, while scanning defines finding certain information. Students skimmed by looking for the title, the pictures, the synopsis and other visual information that led to a general story description.

Moreover, students did scanning, which refers to seeking certain information. Some students held a pencil as a pointer and used a finger to point out some words while reading a novel.The students did this way to scan the book or novel. They looked for certain information, like keywords, that mostly appeared that lead to predicting the story. For instance, a student experienced finding many words of "love" as key points that mostly appeared; therefore, it guided her to a general prediction of a book about romance. Thus, it was shown that scanning helped the student to predict the theme or topic by making a logical connection between the idea found and the prior knowledge (Karabuga and Kaya, 2013). Sometimes, the students found some interesting and unfamiliar words while scanning a novel that contributes to enriching their vocabulary. In brief, scanning helped readers to find out some keywords that guided them to predict the theme of a story by activatingbackground knowledge.

Since students have experienced skimming and scanning that guide them to find some pictures, headings, and keywords that mostly appeared before reading the whole story, they encountered to process those clues with their prior knowledge to predict the text (Karabuga andKaya, 2013). It was probably unrealized that they were making logical connections between those clues and prior knowledge to make a prediction.

b) Click and Clunk Strategy

The result of the questionnaire shows that mostof the students applied the click and clunk strategy to monitor their reading, both understandable and difficult parts. The researcher found that some students performed this strategy by note-taking some keywords. They also noted some unfamiliar words that they found. This strategy indicated that the students were aware ofmonitoring their reading

progress. They noticed their difficulty when they met unfamiliar words and tried to fix them.

The students tried to overcome their difficulties by applying guessing meaning strategies. First, the students re-read the difficult words and looked for the key ideas (Jafre, M, 2015);the researcher found that some students experienced this when they met unfamiliar words. They repeated those unfamiliar words to avoid confusion and misunderstanding. Then, they processed the difficult words by activating their background knowledge. The students also experienced making a connection between the unfamiliar words with the sentences before and after the difficult word in order to understand the idea of the diff word based on the context.

Second, the students re-read the sentence before & after the difficult word (Jafre, M, 2015); the researcher indicated that some students did this way since they thought that there was a connection between the unfamiliar word with the sentences before and after it. Thus, students tried to connect the relation by connecting them based on the context of a story. They also stated that this strategy enriches their vocabularies and train them to be independent learner by not always relying on the dictionary.

Third, the students looked for the prefix, root word, and suffix (Jafre, M, 2015); the researcher pointed out that some students experienced this way by breaking the prefix and suffix to seek the root word because it's easier to guess the meaning from the root word.

Fourth, the students broke word apart and looked for the smaller word/ root word (Jafre, M, 2015); the researcher denoted that this way is similar to the previous one in which the students experienced it because it's easier to look for the meaning through the word without affix.

c) **Get the Gist Strategy**

The result of the questionnaire denotes that most of the students applied to get the gist strategy by underlying the main ideas to help them get to know important ideas of a story. Collecting and keeping main ideas through this way helps readers recall their memory of previous ideas, enabling them to continuously maintain comprehension. When the main ideas are maintained, the students stated that it helped them to understand the story and analyze the main ideas to generate meaning

and conclusion. Furthermore, that students summarized the main ideas briefly to recall their memory in understanding a story. This strategy helped them to ensure their understanding by reporting the most important ideas about the topic, setting, subjects, and the events

d) **Wrap up Strategy**

The result of the questionnaire points out that most of the students applied the wrap up strategy by summarizing through generating their own questions. It is shown that when they conclude a text or a book, they try to recall the memory about the theme, topic, plot, setting and important ideas within a story to generate a summary for better understanding. Students also experienced to generate own questions to review a book. They formulated their own questions to recall a memory about the topic, setting, conflict, and story to ensure their comprehension. Moreover, the students applied this strategy by summarizing. It helps them to assist in recalling the main points and important information in a brief conclusion. Some students claimed that creating a summary by seeking out some main points and key ideas contributes in order to making it easier to understand.

Furthermore, most students applied this strategy by experiencing sharing and discussing to promote collaborative learning and work in groups cooperatively. After the students finished reading the novel, some of them noted some words in their book and discussed them with their friends. The discussion is conducted among the chair mates for about ten minutes. They shared their story, their feeling, and their opinion. They also shared their difficulties with unfamiliar words and understanding some ideas of the story.

3. **How Reading Strategies of Collaborative Strategic Reading (CSR) Help the Students in Reading Comprehension.**

The result of the third research question was obtained from interviews. The result shows that Collaborative Strategic Reading has various ways to help students with reading comprehension.

a) **Preview Strategy**

The result of the interview shows that the students are engaged to have a trigger in predicting the topic, plot, setting, and conflict through brainstorming and predicting the cover

and synopsis of a book. Besides, some students assumed that skimming assists in meeting the reading interest to decide further whether or not the book or novel fits with their reading interest. This strategy also assists in obtaining comprehension of the general description of a book that facilitates to meet with their reading purposes (Cheon & Ma, 2014). The students asserted that skimming is effective and efficient to conduct before reading to meet their reading intentionthat drives to meaningful reading.

Moreover, brainstorming and predicting skills in the preview strategy activate students' prior knowledge to make a logical connection. The process of making logical connections indicates an ability to think logically, which denotes high-order thinking skills in reading (Susanti, et al, 2020).

b) Click and Clunk Strategy

The result of the interview points out that the students are engaged in monitoring their reading progress through this strategy. The students explained that guessing meaning skills trained them to be independent by avoiding relying on the dictionary frequently to fix difficult words. Thus, CSR strategies contribute to developing students to be independent learners by having an awareness of their capability to apply its strategies, including overcoming difficulties Nosratinia, et al. (2013).

c) Get the Gist Strategy

The result of the interview denotes that the students assumed that getting the gist strategy contributes to having a good impact on their reading comprehension through analyzing the main ideas (Fawaz Alqarni, 2015). When students are able to identify and analyze important parts, it shows that Collaborative Strategic Reading prompts students to have critically thought (Susanti, et al 2020).

Get the gist strategy assists students in ensuring their understanding by reporting the most important ideas about the topic, setting, subjects, and events, along with the ability to analyze and promote critical thinking skills (Susanti, et al., 2020). Identifying main ideas encourage students to think critically to obtain well comprehension. The students also implied that this way avoids being a forgetful person to remember the story by concerning on main ideas. Restating or rewriting also contributes to enriching students' vocabulary. Besides, some students enjoyed experiencing this strategy when they met interesting ideas to be restated, like quotes within a story. They assumed that it drives to have beyond explicit understanding and engage inner motivation, which was inspiring.

Other students implied that they did this strategy due to a compulsory task when the teacherasked for a reading report. Therefore, they did this strategy to keep and remember the important information to be resumed as a reading task. Thus,it can be concluded that the *get the gist* strategy enhanced students' comprehension by recalling a memory of what they have learned by emphasizing the most significant parts (Jafre, et al, 2012).

d) Wrap up Strategy

The result of the interview indicates that the students have a better understanding of reading through this strategy. They implied that the wrap up strategy by emerging their own questions and answershelps to recall and conclude a story effectively. Emerging own questions is a good way to review that engage to have critical thinking as a high-order thinking skill in analyzing and examining important ideas to generate clear conclusions (Susanti, et al 2020). Besides, when the students experienced generating their own questions, they were led to have another thought ona book or any written information.

Besides, the students also encountered summarizing activities in this strategy. They perceived that summarizing in their own words helps to have easier understanding. The students also noticed that summarizing facilitates recalling their memory of significant points. Constructinga summary not only helps to memorize the idea of a story briefly but also supports having a better understanding (Nosratinia et al 2013). Besides, some students assumed that summarizing is efficient to conduct re-reading a story through a brief summary they have made. Other students also stated that summarizing is a good way to be accustomed in order to understanding the content of a story or text easier.

Moreover, the students felt comfortable when experiencing discussion in this strategy. They asserted that sharing and discussing bring a pleasant atmosphere to share and discuss a book that they have read. They explained that

discussion facilitates them to have other perspectives on ideas and points of view among their friends to have a better understanding (Jafre, et al, 2012). Therefore, this strategy also facilitates students to have a chance to check their comprehension and whether they have similarities or differences in obtaining reading comprehension through wider perspectives.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion of this research, it can be concluded that senior high students were able to apply reading strategies that reflect Collaborative Strategic Reading during their literacy activities. First, the students experienced scanning, skimming, and predicting skills before reading the whole book. Those skills indicate preview strategy in Collaborative Strategic Reading. The result shows that the students skimmed or read quickly through the title, key points, and synopsis. They also encountered a scanning activity to gain certain information that is perceived as the key ideas or important points that lead to predicting the book, including the topic, theme, or general description, through brainstorming skills. Thus, it helps to meet students' reading purpose and motivation.

The following strategy that is applied by senior high students is monitoring reading progress, including fixing reading difficulty that is indicated as click and clunk strategy in CSR. The students were aware of their reading process in obtaining comprehension. It can be seen when they met unfamiliar words as a reading failure and they overcame it by applying some reading strategies to guess the meaning by re-reading the difficult words to look for the key ideas, re-reading the sentence before & after the difficult word, looking for the prefix, root word, and suffix, and breaking the word apart and look for the smaller word (root word). By having a reading strategy of monitoring reading progress, it helps them fix their reading failure and trains them to be independent learners.

Then, the students were able to apply to get the gist strategy. Getting the gist in Collaborative Strategic Reading refers to identifying main ideas. The students applied this strategy by giving underlining and highlighting some important ideas. They also tried to gather all those significant ideas into a brief summary that helped them to remember the key points of a story, including the theme, topic, plot, conflict, and other main information for better understanding.

The students were also able to apply the wrap up strategy. The students applied and experienced this strategy by generating their own questions to summarize the ideas briefly, then followed by discussing. Generating own questions assists in recalling memory on important information to generate a brief and clear conclusion. Meanwhile, discussing refers to having a sharing section that gives a chance to gain and compare perspectives among others for better understanding. In conclusion, those reading strategies help students to have better reading comprehension by doing book reviews.

Suggestion

This study might be helpful for some students, practitioners, and further researchers as a reflection and reference for further studies. Based on the result of this study, Collaborative Strategic Reading positively impacts students' reading comprehension through preview strategy, click and clunk strategy, get the gist strategy, and the wrap up strategy. This research will be useful as a reflection for students to be aware of applying appropriate reading strategies as in CSR. Moreover, this study can be used as a reflection and a reference for practitioners to consider in applying and developing effective reading strategies by considering CSR. This study can also be used as a reference to conduct further research related to the reading strategy of CSR.

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