

Asissting Eleventh Graders in Comprehending Explanation Text through Collaborative Strategic Reading

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan apakah strategi Collaborative Strategic Reading (CSR) dapat membantu aktivitas siswa dalam mengembangkan strategi pembelajaran. Penelitian ini merupakan penelitian kualitatif dengan menggunakan catatan lapangan, checklist observasi, dan wawancara sebagai instrumennya. Data penelitian diperoleh dengan memberikan tes membaca di salah satu SMA di Mojokerto, Indonesia. Studi ini melibatkan guru yang mengajar bahasa Inggris dan siswa kelas sebelas. Penelitian ini meriwayatkan penerapan membaca strategi kolaboratif dalam teks eksplanasi guru di kelas dan proses wawancara oleh siswa. Dari data yang diperoleh, temuan dipresentasikan menggunakan empat tahapan dalam membaca strategi kolaboratif: preview, click and clunk, get the gist, dan wrap up. Hasil penelitian menunjukkan bahwa Collaborative Strategic Reading (CSR) dapat membantu kemampuan berpikir siswa dengan cara mengamati gambar, mengajukan pertanyaan, membaca teks, mencari kata sulit, mencari ide pokok dalam setiap paragraf, membuat dan menyelesaikan soal secara mandiri. Singkatnya, sebagian besar siswa telah berhasil menggunakan strategi ini untuk membantu siswa aktif berdiskusi dalam kelompok, menambah kosa kata siswa, dan bertukar pikiran dalam pembelajaran keterampilan membaca.

Kata Kunci: Collaborative Strategic Reading, Pemahaman Membaca, Teks Eksplanasi.

Abstract

The study aims to describe whether collaborative strategic reading (CSR) strategies can help students' activities in developing learning strategies. It is a qualitative research design using field notes, observation checklist, and interview as an instrument. A reading test was given to senior high school students in Mojokerto, Indonesia to collect the research data. This study invited teachers who teach English and eleventh students' graders. This study described the implementation of collaborative strategic reading in the teacher's explanation text in class, as well as the interview process by students. From the obtained data, the findings were presented using four stages in collaborative strategic reading: preview, click and clunk, get the gist, and wrap up. Results showed that Collaborative Strategic Reading (CSR) could help students thinking skills by observing pictures, asking questions, reading texts, looking for difficult words, looking for main ideas in each paragraph, creating and solving questions independently. To sum up, most students have succeeded in using this strategy to help students actively discuss in groups, increase student vocabulary, and exchange ideas in learning reading skills.

Keywords: Collaborative Strategic Reading, Reading Comprehension, Explanation Text

INTRODUCTION

Teaching reading comprehension is a must if the teacher knows the way or technique how to comprehend the reading text. Students must acquire reading as one of four language skills to learn English. Students read English books and texts. Weaver (2009) defines, reading is the reader's interpretation of words based on their brain and beliefs, shaping their understanding. Reading involves interpreting and understanding written text beyond mere viewing. Reading allows students in develop their skills through text comprehension and vocabulary acquisition. The more texts students read, the more vocabulary they have.

This section also states the empirical or theoretical problem which is the basis of this research, the theory underlying this research, relevant previous research results, and the novelty of the current research. Using only the primary sources, and all sources written in the body of the article must be listed in the references. Explicitly state the gap in the literature, which signifies the significance of your research.

In EFL reading classes, students' difficulties come from both teacher and students. From the teacher's side, the monotonous reading activities applied by the teacher, for instance, can hamper and affect Motivation is a crucial internal factor that influences students' interest and motivation to read and comprehend text, leading to better

effort and better results. Students with low motivation, therefore, can impede them to get better comprehension on the text they read. While from the students' side, students' boredom and poor knowledge on the topic read make them difficult to comprehend the reading text. Manalu (2014) said some teachers hardly apply specific strategies to teach Reading. Some teachers hardly ever use any special reading strategies. As a result, it makes the students have difficulties in comprehending the text and low motivation to read due to the absence of a reading strategy.

CSR has positive impacts in EFL and ESL reading skill although some other variables might not be affected by the implementation of CSR in class (Morialiawati et al., 2021). The positive impact of CSR in EFL and ESL is giving a positive contribution to help the students' comprehension in reading, communicating skill as well as forcing them to be more active in class. CSR strategy consists of 4 steps that the students apply before, during, and after reading in a small group. In one group, there are five students. Dealing with the steps of CRS, students have to do Preview in before reading stage, Click and Clunk and also Get the Gist in during reading stage, and Wrap Up in after reading stage (Karabuga & Kaya, 2013).

1. Preview

Students skim through readings or articles provided by the teacher for 2-3 minutes. In this activity, students are invited to look at titles, keywords, pictures, tables, and other important information.

2. Click and Clunk

Students asked to find, and understand words that need to be understood. When students record and analyze words that can be understood and make sense, they are called clicks, while activities when students record and analyze difficult words are called clunks.

3. Get the Gist

Students asked to look for the essence of the reading and express the contents in their language. Students learn to know the essence of sentences by reading each part, then asking themselves.

4. Wrap Up

Determine questions that help to understand important information in the reading, then reflect on what they have learned in this strategy; students formulate questions and understand essential information from the text read and convey what they have learned.

Therefore, the benefits of implementing CSR strategies cannot be fully realized unless the teacher follows the stages in the correct order. If the strategy is carried out sequentially, the teacher and the students will achieve the desired goal of implementing the strategy. In addition, CSR strategies make reading activities more active,

activate students' prior knowledge, and trigger students' motivation and confidence to participate.

In addition, related to this present study, three researchers have investigated the use of the strategic. Anggeraini et al., (2018) Explored if collaborative strategic reading improved EFL students' comprehension and perceptions in reading classrooms. The result of this study was that the use of the strategic can significantly enhance the students' reading comprehension achievement so that students can comprehend and predict the text easily. Another research by Susanti et al., (2020) investigated whether collaborative strategic reading (CSR) strategies enhance students' higher-order thinking skills (HOTS). The study's findings revealed a considerable improvement in students' critical reading ability and a positive attitude toward the application of CSR in the classroom. A comparable study was conducted to determine the study examines the efficacy of collaborative strategic reading (CSR) and cooperative-discussion-question (Coop-Dis-Q) strategies in teaching reading comprehension to students with impulsive and reflective cognitive learning styles (Walidaini et al., 2021). The results of this study demonstrated that there was a correlation between CSR approach and students' reading comprehension, and it is more successful for students with impulsive and reflective personalities.

Regarding the explanation above, therefore, it can be concluded that the collaborative strategic reading can be explored and developed through the students' activities in developing learning strategies. Thus, to answer the gap from previous research, in this research the researcher concentrated on students' perceptions of collaborative strategic reading through explanation text.

In line with the purpose, these research questions are thus formulated as follows;

1. How does the teacher implement Collaborative Strategic Reading (CSR) in assisting the eleventh graders to comprehend explanation text?
2. What are the students' responses toward the implementation of Collaborative Strategic Reading (CSR) in assisting the eleventh graders to comprehend explanation text?

METHODS

The researcher used qualitative research as the research design. In this study, the researcher observed how the implementation of the strategic Reading (CSR) teaching to students. After that the researcher described and analyzed teaching reading. The subjects of this research were one of the teacher and students of 11th graders at a particular senior high school in Mojokerto. The researcher observed this grade to know the process of students' reading activity in comprehending explanation text, especially by implementing collaborative strategic reading strategy in the teaching and learning process. Then, considering the

teacher's suggestion, the research chose this class because most of the students are more active and creative. Meanwhile, the teacher often applied CSR strategy in learning but in other texts.

This study was conducted in one of the state senior high schools in Mojokerto. To be specific, this study will be conducted in one of the eleventh-grade classrooms. The researcher wants to know the teaching and learning process in rural school area that had accreditation A.

The data of this research was obtained for the first research question, and researcher studied teacher's actions, behavior, expression, and statements during teaching and learning. The data was collected from the teacher itself. Meanwhile, Researcher gathered students' data to answer second research question. Then, the data used by the researcher are the student's responses toward the use of it as learning strategy in comprehending explanation text during the interview. The sources of the data for this research question is the students'.

Table 1
The Stages of CSR Strategy

No.	CSR	Activity	Code
1.	Preview	This preview helps students learn more about the passage, activate what they already know about the story, and make predictions.	PR
2.	Click and Clunk	Students engage in the click and clunk stage of reading, focusing on intelligible parts and complex concepts, to enhance their understanding of the text.	CC
3.	Get the Gist	Students learned to get the gist by identified the main idea in a passage, rephrased it, and answered questions about reading comprehension by describing important events and answering questions in their own words.	GG
4.	Wrap Up	The wrap-up stage aims to enhance students' knowledge, understanding, and memory of the paragraph by fostering the development of questions and answers based on the key ideas they have just learned.	WU

RESULTS AND DISCUSSION

The Teacher's Implementation of Collaborative Strategic Reading (CSR) in assisting the Eleventh Graders to Comprehend Explanation Text.

1. Preview

According to the researcher's observation, the teacher used the preview stage to offer students an idea of the subject while also recalling their background knowledge Teacher's verbal and non-verbal behavior and a 6-slide PowerPoint are crucial during teaching and learning. The material was about explanation text with the topic of tsunami text. First, the teacher starts this stage by opening his laptop and showing several pictures related to the Tsunami. The teacher actually showed three pictures that represent Tsunami such as, sea, wave in the sea, and table graphic about the biggest tsunami disaster in Indonesian and the teacher give some questions related to the tsunami. Furthermore, the teacher instructed students to observe pictures sequentially, starting with the first and progressing to the last, with the guidance of their classmates. According to the observation which recorded into field notes about the teacher applied preview stage for the students in teaching explanation reading text. The Teacher demonstrates with LCD projector in front of class. The teacher encourages students to describe the picture, and they eagerly participate in activities. Students were enthusiastic and enjoyed every activity during implementation. Students comprehend text by explaining picture in preview stage. Furthermore, the preview stage aims to challenge students' cognitive abilities by assisting them in recalling their prior knowledge about the Tsunami. Teacher checks understanding after showing pictures, and the class enjoys teacher's jokes during lesson.

In short, during preview stage the teacher received positive feedback from students who shared their ideas on Tsunami after viewing pictures. In this stage, students take 1 meeting for 60 minutes.

2. Click and Clunk

The researcher observed the teacher using click and clunk stage to gauge students' understanding through verbal and non-verbal cues.

First, the teacher starts this stage by asking students to read the text about tsunamis that has been given for 5 minutes. Then the teacher asks from the text that the students have read whether there are any difficulties or obstacles. Most students find it difficult because they don't understand words. He gave assignments to students to find difficult words that they did not understand as a group. After looking for difficult words, the teacher asks students to interpret the words without using a translator on their cellphone or a dictionary, but by reading from the previous words. With techniques like this, teachers want to know the students' abilities at this stage.

During this stage, the teacher got questions from students were asked to explain the meaning of the difficult words they found. The teacher always asked students to try first because right or wrong does not matter because at this stage the teacher wants to measure students' ability to understand the text. During the process of this stage, it can be said that the students' understanding level is not good considering that they always complain about the meaning they have not been able to from these difficult words because they feel troublesome. Implementing this stage helped students develop critical thinking by seeking answers to complex interpretations.

In conclusion, during this stage, students learned how to be more active participation in group learning, engaging in discussions and brainstorming about their preferred aspects. In click and clunk stage, students take 2 meetings, the first meeting after the preview there is 30 minutes left, then the next meeting takes 2 hours of learning or 90 minutes.

3. Get the Gist

Based on the observation, researcher discovered teacher integrating reading stage to link material and strategy. This means that in the previous stages students also had to find answers to questions at each stage in groups where this was a strategy that was not easy because the contribution of each student was different. This can be determined from the verbal and nonverbal behavior of the teacher during the teaching and learning process is influenced by students' behavior in completing group assignments.

On the third stage, the teacher provided reading text about tsunami as teaching materials. Then, the teacher asks students to look for the main idea in each paragraph of the tsunami text. In addition, the teacher also asked students to write down the strengths and weaknesses of the tsunami text that had been given, then answer reading comprehension questions from the tsunami text.

Based on observation result, it appears that at this stage the class atmosphere become more serious because students pay close attention to the text and at this stage students did not find it difficult to answer the questions that have been given. Based on the results of observations on the answers to reading text comprehension questions, all groups were able to answered 3 questions about finding certain information clearly and correctly. Then, there were 2 questions about finding detailed information and all groups could answered correctly and correctly. The next question, about finding the information implied in the question, there are 2 questions and the results of all groups on question number 1, only 3 groups can answer correctly and 4 groups answered incorrectly, but for question number 2 all groups can answered correctly. Then, the next question is about determining the communicative purpose of the text, in that question there are 2 questions, for question number 1 only 3 groups can answer correctly and

4 groups answered incorrectly and for question number 2 there are 5 groups that can answered correctly and 2 group answered incorrectly.

In other words, at this stage students have tried to form collaboration between the material and the questions that have been given. Students focused and engaged during practice presentations. They responded well to the teacher and group. Reflecting the teacher's success in implementing this stage.

4. Wrap Up

Based on the observation, the researcher found that the teacher implemented the wrap-up stage to ensure whether students could understand the contents of the text by making questions using 5W1H namely what, where, when, who, why, and how along with the answers. Based on the observations, it can be seen that the majority of the students participated in this reflection stage and were relatively confident in communicating their responses. In addition, all students' questions at this stage have been answered. This stage also gets the best response from students because they looked very comfortable when the teacher encourages them to reflect on the topic. In conclusion, the students found the reflection stage to be comfortable and enjoyable.

The Teacher Strategy in Teaching English of Collaborative Strategic Reading (CSR) in assisting the Eleventh Graders to Comprehend Explanation Text

Moreover, that the researcher also used the observation checklist as the implementation of the teacher during teaching and learning activities. Based on the results of the observation checklist the teacher has conveyed learning material in communicative language and implemented the strategy accordingly, that could support students' success.

Table 2

Teacher's Activities

1.	Before Reading	Yes	No	Explanation
	The teacher give several picture related to the explanation text	<input type="checkbox"/>		The teacher gives pictures and explanations the material in power point
	The teacher give a video related to the explanation text	<input type="checkbox"/>		The teacher shows the video on the projector
	The teacher give students a text to read for 2-3 minutes.	<input type="checkbox"/>		The teacher distributed papers in the form of explanation texts about the tsunami to the students

2. During Reading	Yes	No	Explanation
The teacher asks the students discuss analyze, understand words and find the difficult words based on the text.	<input type="checkbox"/>		The teacher gives 10 minutes to students to find difficult words, after 10 minutes the teacher gives instructions again that these difficult words must be interpreted in Indonesian
The teacher asks the students to discuss and look for the essence of the reading and express the contents in their own language.	<input type="checkbox"/>		explain what is the gist of it and how to find the gist of it in a paragraph
3. After Reading	Yes	No	Explanation
The teacher asks the students formulate questions and understand essential information from the text read and convey what they have learned.	<input type="checkbox"/>		-

The researcher concluded that the teacher used learning strategy, specifically the use of collaborative strategic reading encourages active student engagement in the learning process. Students are also able to discuss with their group members. The teacher separated the students into groups of 4-6 students. The student listening to the information in the form of material presented by the teacher. The teacher gave several pictures and video related to the explanation text. The teacher asked each group to given their argument on the solution to the problem. Students asked question regarding the content material to the teacher (if no student asked a question, the teacher would make question).

The teacher asked the students to read the text about the tsunami that has been given for 5 minutes. Then, the teacher asked from the text they had read students whether there are difficulties or obstacles. Most students find it difficult because of words that are not understood. The

teacher gave assignments to students to find the difficult words they do not understand in groups. The teacher asked the students to discuss and look for the essence of the reading and express the contents in their own language in each paragraph of the text. Then, the teacher asked the students formulate questions and understand essential information from the text read and convey what they have learned.

The Students' Responses toward the Implementation of Collaborative Strategic Reading (CSR) in Assisting the Eleventh Graders to Comprehend Explanation Text

To find out students' responses about CSR strategies in learning explanation text, the teacher gave 11 questions in the form of interviews. At this stage, the teacher asks students to answer questions in groups and then write them down on paper. The goal is for students to be able to discuss related to the experiences of each student. Students were asked to answer these questions honestly. After students gave answers on paper, representatives of each group were asked to read the results directly in stages with the teacher and the teacher record the answers.

Based on the results of the analysis of the implementation of students' tasks in the CSR strategy in the explanation text, it was known that some students found it difficult at the click and clunk stage because at this stage some students did not understand English and other factors because they did not carry cellphones. But by using CSR strategies that are carried out in groups, students could solve their problems well because they could helped exchange ideas. Susanti et al., (2020) Collaborative Strategic Reading (CSR) increasing motivation, critical thinking, collaborative learning, positive attitudes, group work, and social skills in teaching and learning processes. In addition, these results also show that most groups have written their writing using their own words and this is evidenced by the different categories and mixes they get.

Thus, it could be said that the results of students' reading assignments are in accordance with the theory, considering the results of the students' reading assignments, most students have carried out the stages properly and correctly. They also developed the stages of main ideas about the Tsunami through the notes they wrote and expressed them using their own words. Teaching CSR also means that teacher and students work together to question, predict, clarify, and summarize the text read in the Collaborative Strategic Reading (CSR) steps (Muziatun & Katili, 2020).

Based on the discussion of the students' results reading comprehension, it appears that CSR strategy could assist students in understanding explanation reading text and they were able to summarize the main ideas in each paragraph using their own words. It could be concluded that most students really enjoyed implementing CSR

strategies in the classroom. Most of them carried out every stage of CSR strategy to help them understand the explanation text. It is supported by Moraliawati et al., (2021) who said that CSR has positive impacts in EFL and ESL reading skill although some other variables might not be affected by the implementation of CSR in class. The positive impact of CSR in EFL and ESL is giving a positive contribution to assist the students' comprehension in reading, communicating skill as well as encouraging them to be more active in class.

CONCLUSION

Results and discussion in previous chapter lead to the conclusion that collaborative strategic reading strategies can help students understand explanatory reading texts. The teacher followed the stages of the CSR strategy mentioned by (Karabuga & Kaya, 2013) sequentially. All stages of the CSR strategy are; preview, click and clunk, get the gist, and wrap up. The teacher implemented these strategies to help students in their reading comprehension in a practical way. Implementing CSR strategy, teacher enables students to develop critical thinking skills through analysis, questioning, reading, looking for difficult words, identifying for main ideas in each paragraph, creating and solving questions independently. In other words, students could ask questions and find answers for themselves. The implementation, of CSR make students feel curious and enjoy every stage of CSR strategy. Furthermore, after the teacher implemented the CSR strategy, led to increased student engagement and participation.

From the results, important insights have been gained from the interviews by students in implementing collaborative strategic reading, most students have succeeded in using this strategy to help students actively discuss in groups, increase student vocabulary, and exchange ideas. Students stated that there were lots of benefits to be gained, of course useful knowledge. Besides that, it can also hone students' creativity. Students are interested if this strategy can be carried out in learning reading skills.

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