IMPROVING STUDENTS' READING COMPREHENSION USING COLLABORATIVE STRATEGIC READING

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abstract

Emawati, Dyah Ayu. *2018.Improving Students' Reading Comprehension Using Collaborative Strategic Reading (A Classroom Action Research Study At The Eighth Grade Students Of Smp Islam Nurul Ulum Kemiri In The Academic Year Of 2017/2018)*Thesis. English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro. Advisor 1: Dr. M. Ali Ghufron, S.Pd.,M.Pd, Advisor II: M. Fuadul Matin, S.S.,M.Pd.

This research is aimed at : 1. Finding wether or not collaborative strategic reading (CSR) can improve students reading comprehension. 2. Identifying the classroom situation when collaborative strategic reading (CSR) is implemented in the teaching and learning process.

The menthod used in this research was a collaborative actions research with an English teacher. The research was conducted in two cycles at VIIIA Grade Students of SMP ISLAM NURUL ULUM KEMIRI from may 3 to june 2 2018. There are two kind of data qualitative and quantitative data. The qualitative data were collected by using observation questionare, interview and document. Then quantitative data were collected using test (pre-test and post test). Qualitative data were analyzed using 5 stages suggested by Burns (1999: 157-159) as followas : assembling the data ; coding the data ; comparing the data ; building interpretation ; analyzed using descriptive statistic.

The research finding show that the use of collaborative strategic reading which consist of stage : preview, click and clunk, get the gist and warp up could improve student reading comprehension include : 1. Student are able to identify the main idea of the text. 2. Student are able to infer the meaning of certain words (vocabulary). 3. Students are able to find implicit information of the text. 4. Student are able to find the explicit information from the text. 5. Student are able to determine references.

Keywords: Identifying the classroom situation when collaborative strategic reading (CSR) is implemented in the teaching and learning process.

INTRODUCTION

The same problem also happened to student VIII SMP ISLAM NURUL ULUM KEMIRI that is student have low reading ability. This is apparent from the result of reading tests students' understanding of English lessons that showed that 43% of student have adequate skills (reaches at least 75%).

Based on the results of interviews with teachers of English in obtaining information that the difficulty of reading the understanding the main thoughts or main ideas in reading other than the low interest and motivation of students in learning to read comprehension. From the teachers observation obtained information about the causes of student difficulties in understanding the contents of reading, the students are the less able to select the important parts and less important. The pay the same attention to all parts of the reading, so that time is needed longer and difficulty in identifying the main idea.

To improve students reading comprehension, there are some strategies that can be applied in learning. One of the strategies that can be used in reading learning is collaborative strategy.

Problems Statement
1. Does the use of collaborative strategic reading improve students reading comprehension at the eight grade students of SMP ISLAM NURUL ULUM KEMIRI?
2. How is the class situations when collaborative strategic reading is implemented in the reading class at eighth grade students of SMP ISLAM NURUL ULUM KEMIRIin the academic year of 2017/2018?

Things that are discussed in this teory is the improvement of reading comprehension of students using the reading of collaborative strategies at school in students of SMP class VIII strategy in reading comprehension.

METHOD

The qualitative approach is naturalistic because this research does occur naturally as it is, under normal circumstances that do not manipulate the circumstance and condition.

Data Collection Procedures

Data collection in this study using the following way :
   a. Interview, In this research interview conducted by the researcher is an unstructured interview. The researcher prepares the interview guides in the form of a broad question. This step is done to collect data about the condition of learning in class VII SMP ISLAM NURUL ULUM KEMIRI.
   b. Observation, this research uses nonparticipant observation that is the researcher is not involved and only as independent observer. Observation is used to find out how the teacher activity in appliying quantum teaching model and to know how the activity of student learning class VIII at time of learning english take place. This observation is intended to know the existence of suitability between the planning with the implementation of the action taken.
   c. Test, data collection of student learning outcomes using the test in the form of evaluation questions. This test is shown to student of class VIII SMP ISLAM NURUL ULUM KEMIRI after students follow the lesson. So, in this study measured is the cognitive abilities of students in english subjects on improving reading comprehension using collaborative strategies. Of the test results will be known level of understanding of students about reading using collaborative strategy in accordance with the purpose of learning.
   d. Documentation, this documentation is done to document events that appear and match the focus of this research problem will be dicumented in the form of photo printouts.

Data Analysis, Evaluation And Relection Techniques

Anass (1987 :82) stated, the analysis qualitative data used in this study is the observation of students activity during teaching learning process and interview before and after classroom action research (CAR). In this case, the writer puts on the average of students reading score per action in on cyle.

RESULT AND DISCUSSION

This theory was related with the result of the researchers observation during the implementation of collaborative strategic reading in reading class. As for as the researchers observation, when the students applied the four reading strategies that were preview, click and clunk, get the gest and warp up strategy collaboratively, the seemed utilizing their time as effective as possible for finishing the task based on their own job description. Besides, their own task, they also had to be responsible with their own group task. For this reason, unlikely it would enable the student became more responsible in doing the task assingned to them based on their own job description. Besides, their own task

assigned to them based on their own job description and participating with all of their grop member to finish their group task.

Besides, that collaborative strategic reading also improved student behavior tpward teaching learning process. Cooperative learning concept in collaborative strategic reading made the students more active, communicative and confident. The use explicit comprehension instruction concept when applying the four reading strategies of collaborative strategic reading made the student more paid full attention during teaching learning process conducted. Meaning full task had been assingned to all group member also enable the students to reduce usecless activity the did and made them to spend greather time for engaging in their academic activity during teaching learning process occurred. Ever they were more responsible and confidence to do the task that the teacher instructed to them either the task based on their own job description or their group task that they had finish in on time.

COVER

Conclusion

Based on the discussion in the previous chapter, the writer draws conclusion to answer the problems statement that the researcher found based on the pre-research. The first is about the answer of does the use collaborative strategic reading improve students reading comprehension? Second is about the answer of : what happens to the class situation when collaborative strategic reading is implemented in the reading class to improve students reading comprehension.

Based on the result of pre-research, the writer found that all students did not show a good comprehension in their reading. It could be seen that students had difficulty in inferring the meaning of certain words in the task, the main idea of a paragraph in the task finding the implicit information of the task finding the explicit information of the text and determining the reference.

The other problems the writer found based on the result of pre-research was that the situation in the class did not support the process of teaching learning activity. It was true that there are some problem in the classroom,such as student gave paid little attension when teaching learning process of reading lesson was conducted. They seem bored and did not have interest in learning further because the teacher had taught them in monotouns ways: most of the students were doing non academic activities rather than academic one most of the students tended to be passive students. They did not want to ask to teacher when they had difficulty they tended to be silent and just gave little response during teaching learning process occurred. Moreover, they did not produce any question deaing with teacher explanation when the teacher invited them to do so most of the student were very lazy to fulfill the reading assignment that teacher instructed to them. The just tended to copy their friend work.

In brief, it can be concluded thqt the implementation of collaborative strategic reading can improve sudent reading comprehension, increase student. Motivation in teaching learning process, increase student vocabulary mastery, enhance student cooperative skill and mastery goals in reading through emphasizing on the use of the four reading strategies, cooperative learning and interesting learning material which covered either reading material they will read or the other learning material that it will help them in applying collaborative strategic reading and understanding text by emphasizing on those there things. It would help the student to build up their motivation an engagement in reading which automatically will improve their reading comprehension that it covered comprehending the text to find the vocabulary main idea , implicit information, explicit information and reference.

SUGGESTION

After concluding the result of the study the writer would like to give some suggestion to some parties as follow :
1. The English teacher
a. The teachers should improve their creativity in teaching reading, for example by using interesting technique to attract the student motivation, using aids to explain the material, various

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techniques in every meeting in order to make the student enjoy while teaching learning process happens.

b. The English teacher can use collaborative strategic reading in teaching reading besides their technique to create variety of English teaching learning process in order that students are interested and are not bored in the teaching learning process.

2.The student

a. the students should be aware of the importance of reading to get some information they need, they should not judge reading as a boring activity.

b. The students should be more active, not nervious and not afraid of making mistakes during teaching learning process, especially in the reading class.

c. They should more practice in reading English text, discussing with their friend if they have problem in reading the text and enjoying

3. Other researcher

a.Other researcher are expected to use this research finding as a foothold to conduct the next research on similar problems of reading comprehension through other teaching techniques.

b.This thesis can be a reference for other researcher to conduct the next research if three are some weaknesses.

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