

**IMPROVING STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXT THROUGH COLLABORATIVE STRATEGIC
READING TO THE TENTH GRADE STUDENTS
AT MA AL MUNAWAR KUNCI BOJONEGORO
IN ACADEMIC YEAR 2019/2020**

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Abstract

Class of the tenth grade students often got low score in their examination where the questions were full of reading text. The researcher thinks that Collaborative Strategic Reading (CSR) can be an alternative technique for students when doing reading comprehension in achieving their academic success later. The objectives of the study are 1) To find out how Collaborative Strategic Reading can improve the students' reading comprehension of narrative text to the tenth grade students at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020, 2) To find out the improvement of tenth grade students' reading comprehension through the implementation of Collaborative Strategic Reading at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020. This research was collaborative classroom action research (CAR). Because of there is only one classroom, so this classroom to be the sample of the research by total sampling. The respondent is X class' students that has 23 students. The results of this research were 1) Collaborative Strategic Reading can improve the students' reading comprehension of narrative text to the tenth grade students at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020; 2) There was significant improvement of tenth grade students' reading comprehension through the implementation of Collaborative Strategic Reading at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020.

Key words: *students' reading comprehension, narrative text, CSR*

Abstrak

Siswa kelas X sering mendapatkan nilai ujian yang rendah dimana soal-soal yang diberikan penuh dengan teks bacaan. Peneliti berpendapat bahwa Collaborative Strategic Reading (CSR) dapat menjadi salah satu teknik alternatif bagi siswa dalam melakukan pemahaman membaca dalam mencapai keberhasilan akademiknya kelak. Tujuan dari penelitian ini adalah 1) Untuk mengetahui bagaimana Collaborative Strategic Reading dapat meningkatkan pemahaman bacaan siswa pada siswa kelas X MA Al Munawar Kunci Bojonegoro tahun ajaran 2019/2020, 2) Untuk mengetahui peningkatan tersebut. pemahaman membaca siswa kelas X melalui penerapan Collaborative Strategic Reading di MA Al Munawar Kunci Bojonegoro tahun ajaran 2019/2020. Penelitian ini merupakan penelitian tindakan kelas (PTK) kolaboratif. Karena ruang kelas yang ada hanya satu, maka kelas ini dijadikan sampel penelitian

dengan cara total sampling. Respondennya adalah siswa kelas X yang berjumlah 23 siswa. Hasil dari penelitian ini adalah 1) Collaborative Strategic Reading dapat meningkatkan pemahaman bacaan siswa terhadap teks naratif pada siswa kelas X MA Al Munawar Kunci Bojonegoro tahun ajaran 2019/2020; 2) Terdapat peningkatan yang signifikan pada pemahaman membaca siswa kelas X melalui penerapan Collaborative Strategic Reading di MA Al Munawar Kunci Bojonegoro tahun ajaran 2019/2020.

Kata kunci : *pemahaman membaca siswa, teks naratif, CSR*

INTRODUCTION

As we know that English is an International language that is used as the medium of information flow on science, technology, and culture as well. As we are in developing country, we should be able to speak English to make relationship with other country in the world so that we can master the science, technology and culture in the world. By mastering English, it is easier for us to make a good relationship with other countries because basically, language is means of social interaction; it means that means to deliver thought, idea, concept, or also feeling. Concerning to opinion above, Tarigan has stated in his book that there are four elements of language in the curriculum of school, such as 1) listening skills; 2) speaking skills; 3) reading skills; and 4) writing skills (Tarigan, 2008: 1).

Reading is one of quite important component in learning English because by reading, we can understand the meaning and purpose of any text we read. By reading a lot, we will know everything a lot as well. It can be said that reading is a key to recognize something, to get something and teach something. Moreover, Tarigan (2008: 9) has stated that the main purpose of reading is to find out and to get any information, covering content, understanding meaning of text.

In the implementation of teaching and learning activity, especially activity of reading comprehension, the teacher should select appropriate and accurate teaching method because it can influence the progress of the student's study at classroom. It is like Muslich (in Suprihatiningrum, 2014: 154) said that the learning method is as the way to do systemic activity from an environment that contains educator and student to have interaction each other in doing something so that the process of teaching and learning can run well and the purpose of the learning can be achieved.

This condition happened to the tenth grade students at MA Al Munawar Kunci Bojonegoro who had difficulty in learning English, especially in understanding reading text. Class of the tenth grade students often got low score in their examination where the questions were full of reading text. English teacher who handles the tenth grade students was also aware with such situation. Many methods have been applied, but it could not give much change to the students understanding in reading comprehension.

Therefore, it needs a good skill or teaching technique that can make the study atmosphere of the students becomes pleasant and comfortable. One of technique that can make the students enjoy reading is

Collaborative Strategic Reading (CSR).

According to Klingner and Vaughn (1998: 32), Collaborative Strategic Reading (CSR) is a technique that have been designed to improve students' reading comprehension through small group discussion which students learn four strategies including "Preview", "Click and Clunk", "Get the Gist", and "Wrap up". Here, students are working in groups and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on text, to summarize the text, and to form appropriate question about the text.

Based on the explanation above, the researcher thinks that Collaborative Strategic Reading (CSR) can be an alternative technique for students when doing reading comprehension in achieving their academic success later. To prove this, the researcher will conduct classroom action research design to get the evidence whether Collaborative Strategic Reading (CSR) can improve the students' reading comprehension. Hence, this study focuses on students' reading comprehension achievement, especially in reading narrative text.

According to the explanation above, the researcher entitles this study **"Improving Students' Reading Comprehension of Narrative Text through Collaborative Strategic Reading to the Tenth Grade Students at MA Al Munawar Kunci Bojonegoro in Academic Year 2019/2020"**.

RESEARCH METHODOLOGY

The research design of this study is collaborative classroom

action research (CAR). The researcher directly works together with one of the English teachers to help conducting the research as well as to cope with the students' problems, investigate and note the class happens, the students' actions at the teaching reading skill during school hours. It was done for the sake of finding out an elaborated teaching strategy of reading comprehension that is more applicable mainly for the students of MA Al Munawar Kunci Bojonegoro, so that is improved their reading achievement.

Subject of action research in this study is the achievement of the tenth grade students in reading comprehension at MA Al Munawar Kunci Bojonegoro. The result of reading comprehension is academic score from the material taught by the researcher, namely narrative text.

Technique of collecting data the researcher used in this study, are as follows:

1. Observation

The observation conducted to get any data about the tenth grade students' behavior during the process of teaching and learning in the classroom. By other words, data of this observation used to supervise the progress of learning action in every cycle.

2. Questionnaire

Questionnaire method is a number of written questions used to get any information from respondent in report about his personality or another thing he knows (Arikunto, 2006: 151). Questionnaire used in this research is a kind of check list format where the students only give check (√) on available column. It is to find out how their perception

or experience to the learning activity of reading comprehension of narrative text through Collaborative Strategic Reading (CSR) in every cycle.

3. Test

Test is a sequence of questions or exercises as well as another tool used to measure ability, intelligence knowledge, talent owned by individual or group (Arikunto, 2006: 150). Kind of test used by the researcher to measure the students' ability in reading comprehension of narrative text is achievement test. According to Arikunto (2006: 151), achievement test is the test used to measure someone's attainment after learning something.

Qualification of success in every data obtained is as follows:

1. Qualitative Data

Criteria of success of process of learning are defined by using observation sheet filled in by teacher as observer as well as questionnaire sheet filled in by student.

For observation of study activity, the students are classified active in the learning if the whole class' activity of the student can gain 70% – 84% by “active” criteria.

For questionnaire, the student is qualified have a good perception or estimation toward the learning conducted, if the whole class can gain 70% – 84% by “good” criteria.

2. Quantitative Data

Criteria of the success of study result of Collaborative Strategic Reading (CSR) is defined by looking at the advancement of percentage of the

students who are complete the learning, namely percentage of the students who are complete their defined score in cycle I that is more than pre-action cycle, and percentage of the student's score that completed in cycle II that is more than cycle I. The students are classified complete in study if they get score exceeds KKM score on competency standard of reading comprehension of narrative text, especially in the second semester, namely 70.

It might be said complete or the researcher must stop the cycle of classroom action research, if $\geq 80\%$ of students can get same or more than KKM score. By other words, Collaborative Strategic Reading can improve the students' reading comprehension of narrative text to the tenth grade students at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020.

DATA EXPLANATION AND THE RESEARCH FINDINGS

1. The Study Result of Reading Comprehension of Narrative Text of X Class' Students

At pre action, mean of class was 67,8. The mean result of class increased in cycle I, namely 72,8. In cycle II, mean of class was increasing again became 73,7. Meanwhile, for sum of students who got score more than KKM score (≥ 70) also experiences advancement in every phase. At the pre action, there were 12 students or 52,2%, whereas there were 17 students or 73,9% in cycle I, and there were 19 students or 82,6% in cycle II.

2. Student's Activity

Students' activity could be analyzed from observation sheet that was filled in by one of English teacher in MA Al Munawar Kunci

Bojonegoro as a collaborator in the research in every meeting when the learning was in progress. It could be seen in the table above that there was an enhancement of the student's activity gradually in cycle I to cycle II. In cycle I, mean of percentage of the students who were active in the learning is 75% with criteria "active". Meanwhile, in cycle II, mean of percentage of the students who were active in the learning is 92,5% with criteria "very active".

3. Questionnaire of Students

After finishing action, the researcher gave questionnaire that should be filled in by all X class' students about their perception or comment towards the implementation of Collaborative Strategic Reading (CSR) to teach reading comprehension of narrative tex. According to obtained data at cycle I, it showed that the percentage' number was 86,1% with criteria "very good". Meanwhile, in the learning of cycle II, it showed the enhancement about 6,2%, namely 92,3% with the same criteria, "very good".

Discussion

The research using Collaborative Strategic Reading (CSR) showed there was improvement to the tenth grade student's achievement from cognitive aspect because this learning involved whole students to be active in joining the process of learning in group. This research was the result of collaboration between researcher with one of English teacher in MA Al Munawar Kunci Bojonegoro as observer.

Based on data obtained and analyzed, it could be known that Collaborative Strategic Reading (CSR) could improve the tenth grade students' reading comprehension of narrative text at MA Al Munawar Kunci Bojonegoro.

From the table above, it showed that the achievement in reading comprehension of narrative text was getting enhancement, namely from the initial condition (pre action) before the use of Collaborative Strategic Reading (CSR), mean of class was only 67,8 with 52,2% students who successfully got score equal or more than standard score of KKM, namely 70. After the implementation of Collaborative Strategic Reading (CSR) in cycle I, mean of class got enhancement became 72,8 with completeness percentage 73,9%. This was same as cycle II that got significant enhancement where mean of class was 73,7 with completeness percentage of tenth grade students who got score equal or more than standard score of KKM was 82,6%.

Thereby, from cognitive result of X class' students as sample in this research that showed any significant enhancement from cycle I up to cycle II, the researcher concluded that the result has answered the first question that became the statement of problem. It was shown by the enhancement of cognitive result of reading comprehension of narrative text that was improved by Collaborative Strategic Reading (CSR), namely 82,6% students who successfully got score equal or more than standard KKM, 70 at cycle II. The completeness percentage in cycle II has exceeded success criteria of this classroom action research, namely $\geq 75\%$ students whose score were same or more than standard score of KKM. In the other words, this classroom action research was success.

Collaborative Strategic Reading (CSR) used by the researcher in this classroom action research was a type of learning model where in its

implementation, the students are asked to discuss a material in group made from rank of their score. By this way, the researcher can divide the class into some heterogeneous teams. In this learning model, teacher will appoint the same student's number from every team to give their answer over the teacher's question. Such activity is able to increase their understanding and readiness to answer the question related to the material being taught.

In this research, X class' students as the sample of this research have been able to coordinate with their teammates and create harmony in the learning that emerged better achievement in every cycle. It was shown by the observation result of one of English teacher in MA Al Munawar Kunci Bojonegoro as an observer during the learning that was conducted by the researcher as practical teacher from cycle I up to cycle II.

Based on observation data of cycle II showed 92,5% students were enthusiastic and active to study by using Collaborative Strategic Reading (CSR). Moreover, the students looked active in discussion and showed solid cooperation to one another. The students called their number order in each team could present their discussion result through their answer very well.

By the implementation of Collaborative Strategic Reading (CSR), not all students looked passive, noisy, or separable in teamwork. This was caused of guidance and supervision from the researcher as practical teacher during the learning activity in the class. Thereby, Collaborative Strategic Reading (CSR) could improve the tenth grade students' reading

comprehension of narrative text at MA Al Munawar Kunci Bojonegoro.

CONCLUSION AND SUGGESTION

Based on the discussion of the researcher in the previous chapter theoretically and empirically, so the researcher could conclude the result of the research, such as:

1. Collaborative Strategic Reading can improve the students' reading comprehension of narrative text to the tenth grade students at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020.

It was shown at the improvement of achievement of reading comprehension of narrative text of X class' students in MA Al Munawar Kunci Bojonegoro. There were 19 students or 82,6% who got score equal or more than standard score of KKM, namely 70 in cycle II or the last cycle of this research. This result was better than cycle I where there were only 17 students or 73,9% who got score equal or more than standard score of KKM.

This has already proved that by Collaborative Strategic Reading (CSR), the tenth grade students' reading comprehension of narrative text could be improved significantly.

2. There was significant improvement of tenth grade students' reading comprehension through the implementation of Collaborative Strategic Reading at MA Al Munawar Kunci Bojonegoro in academic year 2019/2020.

The conclusion was proved by the observation result of the students' activity in cycle II, namely 92,5% with criteria "very active". Besides, based on the

observation valuation from the observer, it said that most students are active during the learning process. This result was better than cycle I that only got 75% with criteria “active”. This has already proved that there was significant improvement of the tenth grade students’ reading comprehension of narrative text at MA Al Munawar Kunci Bojonegoro after the use of Collaborative Strategic Reading (CSR).

Based on the conclusion above, the researcher could give some suggestions to relevant sides, as follows:

1. For teacher

It is advisable to be able to select any appropriate method and learning strategy in the process of learning so that competence targets can be achieved.

2. For students

It is advisable to be active in joining the process of learning and to try to increase the understanding to every material so that they can get optimal outcome.

3. For next researcher

This research is expected to be used as a reference for future researchers who want to research in the field of foreign language education and to be able to complement the shortcomings of this research.

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JOURNAL

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FACULTY OF LANGUAGE AND ART EDUCATION
PGRI BOJONEGORO**

2020