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IMPROVING READING COMPREHENSION ABILITY OF THE 2ND SEMESTER OF PUBLISHING STUDENTS AT POLITEKNIK NEGERI MEDIA KREATIF THROUGH COLLABORATIVE STRATEGIC READING TECHNIQUE APPLICATION

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ABSTRACT

This research analyzed Collaborative Strategic Reading (CSR) in improving the reading comprehension ability of the 2nd semester Publishing students at Politeknik Negeri Media Kreatif and the difficulties found in applying the CSR technique in improving reading comprehension ability. The aims of this research were to find out if CSR strategy improved the student's reading comprehension ability and to find out the difficulties found in applying CSR strategy in improving the reading comprehension ability. The methodology used in this research was Classroom Action Research (CAR). The data of this research were the result of reading tests. The subjects of the research were forty-four students of the second semester of Publishing study program at Politeknik Negeri Media Kreatif. The findings of the research showed that the mean of pre-test was 54,3 and the mean of post-test was 70,2. Based on the findings and the analysis of the data above, it was concluded that using CSR improved the students reading comprehension.

Keyword: reading comprehension, collaborative strategic reading

INTRODUCTION

English language has been considered as one of the most spoken languages in the world. Harmer (2003) states that every language has its own rules and uniqueness, English does have too. English has four basic language skills: listening, speaking, writing, and reading skills.

Reading, as one of the language skills, has a very important role (Romli, 2014). According to Grellet (2001), reading is a construction process of guessing and an active process of deriving meaning. Reading is one of the most important foreign language skills. Students who learn English language should comprehend the reading for several purposes. However, to comprehend and improve reading skills, it needs a suitable method. Teacher's role is very important to improve the reading ability of the students. Sinar et al (2019) states that teacher, as the facilitator, needs to have and select a suitable strategy to help the students in improving their reading skill. Writing teachers also face some difficulties. The responsibility of responding and assessing student work is the most important duty of the writing teachers. The value they place on student work will determine not

only the course grade for the student, but also is a factor in future scholarships, financial aid packages, and possible admission to higher education (Putri and Bustos, 2018)

In teaching her English class, the researcher found there were problems and difficulties faced by the students in their reading, such as getting the main idea of the text, finding the important or specific information, finding the reference, and making an inference. The students also had limited amount of knowledge in vocabulary. For this research, the researcher tried to solve the problems by applying the Collaborative Strategic Reading (CSR) strategy for the students to comprehend a narrative text.

Collaborative Strategic Reading is a collaborative strategy that teaches students to use comprehension strategies while working cooperatively (Klingner and Vaughn, 1999). According to Klingner, et al (2004), Collaborative Strategic Reading helps students learn some specific strategies such as learning in cooperative environment (Work in a Group), brainstorming and predicting (Preview), monitoring understanding (Click and Clunk), finding the main idea (Get the Gist), and answering questions (Wrap Up).

When applying this strategy, students are not only encouraged to work together in comprehending the text but also to increase their responsibility to get and understand the idea which is given by the text. The teacher can do the activity by asking students to mention the elements of the task that will be used to determine the completion criteria. By using this formation, the teacher can provide feedback on student performance, whether in the form of narrative reports or class reports.

In this research, the researcher was to find out how the CSR strategy could improve reading comprehension of the 2nd semester of Publishing students at Politeknik Negeri Media Kreatif.

RESEARCH METHOD

The data in this research was the result of reading test which was answered by the students directly. The technique in collecting the data used was reading test. Reading test was used to collect the data of the students' reading comprehension to answer the research question. The researcher used a written objective test type. There were pre-test and post-test.

The researcher used the qualitative descriptive method in this study. The data were collected from reading tests. The researcher distributed the reading tests to the students. They answered the questions based on a narrative text which was given in pre-test and post-test. The pre-test was conducted before teaching. The pre-test aimed to find out the initial ability of the students in reading comprehension. The pre-test in this research was conducted by giving the students a reading test consisting of 10 multiple choice questions and each correct answer was rated 10. At last, the score of the students was calculated by using the statistical formula as following (Sudjana, 2005):

$$X = \frac{X1f1+X2f2+\cdots+Xnfn}{f1+f2+\cdots+fn}$$

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X: the mean of students' score in the pre-test
x: the score of students' in the pre-test
f: the frequency of the students

The post-test was conducted after teaching. Post-test aimed to find out whether the technique used could influence the ability of the students in reading comprehension or could not. Post-test in this research was conducted by giving the students a reading test consisting of 10 multiple choice questions and each correct answer was rated 10. Like in pre-test, the score of the students was also calculated by using the statistical formula as following:

$$Y = \frac{Y1f1+Y2f2+\cdots+Ynfn}{f1+f2+\cdots+fn}$$

Y: the mean of students' score in the post-test
y: the score of students/ in the post-test
f: the frequency of the students

By using the formula above, we could see the improvement of the result of pre-test and post-test. We were also able to know the effect of Collaborated Strategic Reading (CSR) in improving students' reading comprehension.

RESULTS

No	Name	Score
1	A	50
2	B	80
3	C	80
4	D	80
5	E	70
6	F	50
7	G	50
8	H	60
9	I	70
10	J	40
11	K	60
12	L	70
13	M	70
14	N	80
15	O	90
16	P	60
17	Q	70
18	R	80
19	S	80
20	T	40
21	U	70
22	V	70
23	W	60
24	X	80
25	Y	50
26	Z	60
27	AA	80
28	AB	50
29	AC	50
30	AD	60
31	AE	70
32	AF	40
33	AG	70
34	AH	80
35	AI	60
36	AJ	70
37	AK	80
38	AL	80
39	AM	50
40	AN	50
41	AO	50
42	AP	90
43	AQ	80
44	AR	60

There were 44 students in two classes, and all of them attended the class on the day of the pre-test. There were 3 students whose score was 40, 9 students whose score was 50, 8

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students whose score was 60, 10 students whose score was 70, 12 students whose score was 80, and 2 students whose score was 90. The data in the table above can be calculated by using the following steps:

$$X = \frac{X1f1+X2f2+\cdots+Xnfn}{f1+f2+\cdots+fn}$$

X: the mean of students' score in the pre-test
x: the score of students' in the pre-test
f: the frequency of the students
The mean of students' score in pre-test is 54,3 ≈ 54

No	Name	Score
1	A	60
2	B	90
3	C	80
4	D	80
5	E	80
6	F	60
7	G	60
8	H	60
9	I	80
10	J	70
11	K	60
12	L	70
13	M	70
14	N	90
15	O	70
16	P	70
17	Q	70
18	R	90
19	S	90
20	T	40
21	U	80
22	V	70
23	W	70
24	X	80
25	Y	60
26	Z	70
27	AA	80
28	AB	60
29	AC	60
30	AD	60
31	AE	80
32	AF	50
33	AG	70
34	AH	80
35	AI	70
36	AJ	70
37	AK	80
38	AL	80
39	AM	50
40	AN	60
41	AO	50
42	AP	70
43	AQ	80
44	AR	70

The following was the analysis of the post-test result. There was 1 student whose score was 40, 3 students whose score was 50, 10 students whose score was 60, 14 students whose score was 70, 12 students whose score was 80, and 4 students whose score was 90.The data in the table above can be calculated by using the following steps:

$$Y = \frac{Y1f1+Y2f2+\cdots+Ynfn}{f1+f2+\cdots+fn}$$

Y: the mean of students' score in the post-test
y: the score of students' in the post-test
f: the frequency of the students
The mean of students' score in post-test is 70,2 ≈ 70

Based on the data of pre-test and post-test, the different score before and after applying Collaborative Strategic

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Reading showed that Collaborative Strategic Reading technique is effective to enhance students' reading comprehension. The mean of pre-test score is 54, while the mean of post-test score is 70. It could be summarized that Collaborative Strategic Reading is effective to improve students' reading comprehension. However, there were some students who got lower score at post-test than pre-test. It was because they had never read or heard about the theme of the text given in the post-test. In addition, their situation affected the post-test score, such as they were in low concentration and gave so much attention to difficult words.

The different score before and after applying Collaborative Strategic Reading showed that Collaborative Strategic Reading technique is effective to enhance students' reading comprehension. The mean of pre-test score is 54, while the mean of post-test score is 70. Based on the data, there were obstacles faced by the students in learning reading comprehension: Preview strategy did not help some of the students to activate their background knowledge of the text, Click and Clunk did not help some of the students to understand reading text because when they read difficult words for many times, they still could not find the meaning of the words, Get the Gist made some students difficult to state important person in the reading text, some students did not know how to wrap up the text because they did not get the idea of the reading text, and students did not understand reading material because of difficult words.

CONCLUSION

This study aimed to analyze if the Collaborative Strategic Reading technique effective in enhancing student achievement of reading comprehension and to know the difficulties faced by the students in applying the Collaborative Strategic Reading technique. The sample of the research was 44 students in two classes at Politeknik Negeri Media Kreatif. The data were collected by using reading tests (pre-test and post-test). Based on the data from the tests, it showed that using the Collaborative Strategic Reading technique in teaching reading could enhance students‟ reading comprehension. It was proved by the mean score of post-test (70) increased from the pre-test (54). There were some difficulties faced by the students in learning reading comprehension: had difficulty to get the point of the text in preview strategy, did not know the meaning of difficult words, wrote the text by using their own words, did not know how to wrap up the text, had difficulty to work in a group, and could not follow the instruction.

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