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ABSTRACT

The aim of this research is to enhance students' reading comprehension of narrative texts through the implementation of Collaborative Strategic Reading (CSR) in the eighth-grade class at SMP Negeri 42 Medan. This study employs Classroom Action Research (CAR) consisting of two cycles, with each cycle involving planning, action, observation, and reflection. The subjects of the study are eighth-grade students, totaling 32 individuals. Data was gathered through assessments (initial test and final test), observation sheets, and field notes. The findings reveal a notable improvement in students' reading comprehension. During the pre-test, only 1 student (3%) reached the minimum mastery level, with an average score of 48. After applying CSR in Cycle I, the number of passing students increased to 18 (56%) with an average score of 73. In Cycle II, 27 students (84%) passed, achieving an average score of 84. The effective use of Collaborative Strategic Reading (CSR) considerably enhances students' ability to understand narrative texts by engaging them in cooperative learning, improving vocabulary comprehension, and fostering critical thinking through four CSR strategies: Preview, Click & Clunk, Get the Gist, and Wrap Up. Thus, it can be concluded that CSR serves as an effective technique for improving students' reading comprehension of narrative texts.

Keywords : Collaborative Strategic Reading, Reading Comprehension

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1. INTRODUCTION

Mastering English is a crucial element in effective communication and serves as a bridge between cultures across the globe. English, recognized as a foreign language on a global scale, plays a vital role in academia. Consequently, it is taught from primary education through to higher education.

To be proficient in English, one should excel in four core skills: listening, speaking, reading, and writing. Nevertheless, this research focuses primarily on reading comprehension. Among the four language skills, reading stands out as a fundamental component.

Engaging with texts is an excellent method to enhance one's grasp of the English language. Prioritizing reading comprehension is essential in foreign language classrooms. This notion is reinforced by the reality that reading has become an integral part of our everyday lives. The researcher encounters a variety of texts, ranging from travel brochures to academic literature. To effectively develop reading comprehension, students must familiarize themselves with various forms of written material. It is evident that reading is a significant skill. In this research, the emphasis is on exploring narrative texts. According to Harmer (1998, p.68), reading serves multiple functions; any exposure to English (as long as students comprehend it to some extent) benefits language learners. Ultimately,

some language elements tend to resonate in their memories, aiding the language acquisition journey. Alderson (2000, p.28) asserts that for many individuals, reading is a delightful, engaging, and solitary pursuit that brings considerable joy and can lead to complete immersion.

A variety of instructional methodologies and practices are currently available to assist students in comprehending narrative texts. A notable approach recognized for enhancing reading comprehension is Collaborative Strategic Reading (CSR). Klinger and Vaughn explain that CSR is a cooperative method designed to guide students in working collectively and employing comprehension strategies. At the conclusion of each paragraph, students decide whether they 'click' (understood) or 'crack' (did not understand) to capture the essence of the crucial elements of the text, allowing time to discuss and provide insight on significant concepts. Essentially, this technique empowers students to engage collaboratively and bring their perspectives to the collective effort.

At SMP Negeri 42 Medan, a significant number of students struggle with inadequate reading comprehension abilities. These students encounter various challenges while learning to read, particularly when dealing with narrative texts. Engaging with narrative texts is often viewed as monotonous by students, primarily due to the obstacles they face in grasping the material and synthesizing its core ideas. The researcher also notices an abundance of unfamiliar vocabulary within reading comprehension passages, leading to diminished enthusiasm for reading and subsequently lower scores. In this scenario, the educator's role is crucial in fostering students' reading understanding.

As guides for students, teachers must select and curate suitable materials to maximize the effectiveness of reading sessions. They should also explore methods to make reading enjoyable and enhance comprehension skills among eighth graders at SMP Negeri 42 Medan.

In light of the aforementioned details, the researcher is motivated to undertake a study titled "Enhancing Students' Reading Comprehension in Narrative Text through the Use of Collaborative Strategic Reading (CSR) at SMP Negeri 42 Medan's Eighth Grade".

The researcher acknowledges that numerous strategies exist for enhancing reading comprehension of narrative texts; however, this study will concentrate specifically on utilizing Collaborative Strategic Reading (CSR) to boost students' comprehension abilities. The participants for this research are the eighth-grade students of SMP Negeri 42 Medan.

The outcomes of this study are anticipated to have both theoretical and practical significance. Theoretically, it will serve as a valuable resource for enhancing the researcher's knowledge, particularly in writing. This is aimed at assisting students in developing their reading skills, especially concerning narrative texts. Furthermore, for teachers, this research offers alternative and engaging strategies to implement in their classrooms. Finally, for other researchers, it is hoped that this study will illuminate the extent to which Collaborative Strategic Reading (CSR) aids students in improving their reading abilities to meet educational objectives.

2. LITERATURE REVIEW

This research discussion will primarily concentrate on the examination of relevant theories that form the foundation of the study. The researcher showcases the findings from the pertinent literature review conducted for this study, which encompasses previous investigations and insights pertinent to the research issue.

A. *Defention of Reading*

Reading is an intricate cognitive endeavor that involves decoding symbols to construct or derive meaning (reading comprehension). It serves as a vehicle for language acquisition, communication, and

sharing of ideas and information. Much like all languages, reading represents a multifaceted interplay between the text and the reader, shaped by the reader's previous knowledge, experiences, attitudes, and the linguistic community they belong to, which is culturally and socially influenced.

According to Harmer (2007), reading aids learners in acquiring vocabulary, grasping sentence structures, and familiarizing themselves with different writing styles, all of which are vital for language acquisition. Through the act of reading, learners encounter a variety of vocabulary, sentence constructions, and writing techniques that boost their comprehension skills and enhance their grasp of new words and phrases.

From the definitions provided above, the researcher deduces that reading is the act of perceiving, analyzing, and interpreting by the reader to extract messages conveyed through written media. Reading encompasses more than just viewing the words in a text; it involves deriving meaning from each word to comprehend what is being read.

B. Reading Compherehension

Comprehension is intrinsically linked to reading. Comprehension skills entail the ability to employ context and prior knowledge to facilitate reading and to understand what one reads or hears. To grasp a text, readers must continuously reflect upon and connect each word, sentence, or page they have previously encountered.

As per Schmidt, the understanding of results is referred to as reading comprehension. Reading is the process of receiving and interpreting information encoded in linguistic form via print, where comprehension happens when the reader extracts and integrates diverse information from the text and correlates it with existing knowledge.

During reading activities, readers may sometimes struggle to grasp the intended meaning of the writer's thoughts, as reading is a multifaceted process.

C. The Concept of Collaborative Strategy Reading (CSR)

Collaborative Strategic Reading (CSR) was created and developed by Klinger & Vaughn in 1998. They assert that "Collaborative Strategic Reading (CSR) is an exceptional pedagogical approach for teaching students" reading comprehension and vocabulary building while also fostering cooperative collaboration." This implies that Collaborative Strategic Reading (CSR) is a methodology that enhances students' reading comprehension, broadens their vocabulary, and bolsters cooperative skills during reading tasks. The essence of this strategy involves engaging students in small, cooperative groups while applying four reading techniques: Preview, Click & Clunk (fix-it strategies), Get the Gist (main idea), and Wrap Up (summarizing and questioning strategies).

Klinger and Vaughn outline four approaches, which are:

- Previewing. Before engaging with the text, learners reflect on prior knowledge related to the subject matter and anticipate the content of the passage.
- Click and Clunk: While reading, learners supervise their understanding by pinpointing clunks or challenging terms and ideas within the text, employing strategies to resolve confusion when the content is unclear.
- Get the Gist: During the reading process, learners paraphrase the core message from a paragraph or segment.
- Wrap-up: After completing the reading, learners encapsulate the key takeaways and formulate potential questions that an instructor might pose in an assessment.

In Collaborative Strategic Reading (CSR), pupils are segmented into small collectives consisting of 4-6 members in each unit, each taking on distinct responsibilities. In this approach, the function assigned is a crucial element of Collaborative Strategic Reading (CSR) since collaborative learning

thrives when every participant is entrusted with a significant task. Therefore, learners are designated specific roles in Collaborative Strategic Reading (CSR) sessions that they must accomplish collectively. Within Collaborative Strategic Reading (CSR), every learner is engaged, allowing all individuals the chance to participate as collective members grasp the text using CSR. Simultaneously, the educator's responsibility in CSR involves linking each group, elucidating the challenges, and offering support. The subsequent resources may prove beneficial as an educator guides students in utilizing CSR and cooperative learning strategies.

3. RESEARCH METHOD

The framework of this investigation is a crucial component in executing research. As noted by Sekaran (2017:109), the research framework serves as a strategy for gathering, gauging, and interpreting data grounded in the study's research inquiries. This investigation will employ the Classroom Action Research (CAR) methodology. According to Rizky (2020:27), Classroom Action Research (CAR) involves a methodical approach to evaluating learning challenges within the classroom through self-assessment, aimed at resolving issues by implementing a series of intentional actions in authentic contexts and assessing the impact of each intervention.

The research take place at SMP Negeri 42 Medan, situated on Jl. Platina III, Titi Papan. The participants of this investigation consist of the eighth-grade students at SMP Negeri 42 Medan, totaling 25 learners in the classroom. The research instruments will include a narrative test and a questionnaire administered as a pretest. In this study, the students' initial assessment before intervention is termed the pre-test. Following the intervention, a post-test will be administered to evaluate the students' reading comprehension of narrative texts. Subsequently, a questionnaire will be distributed to gauge the students' feedback regarding Collaborative Strategic Reading (CSR). The research procedure encompasses a sequence of systematically arranged activities aimed at data collection to fulfill the study's objectives. In Classroom Action Research, there exists a cycle of CAR steps, which includes:

a. Planning

A preparatory phase is conducted following the recognition and analysis of students' reading challenges observed in the classroom through both observation and interviews. Moreover, this phase is categorized into two segments: broad planning and focused planning. Broad planning aims to organize all elements related to Classroom Action Research (CAR).

During the planning phase, an action plan is formulated based on the problem identification from the initial observations prior to the commencement of the study. The lesson plan for the course functions as the foundation for the proposed actions. Additionally, the researcher assembled the classroom materials, lesson outlines, observation methods to ensure thorough oversight, teaching resources, and assessment tools.

b. Action

At this stage, the researcher will apply narrative assessments as instructional materials. Consequently, the educator will foster an optimal classroom environment. In this scenario, the educator assumes the role of overseeing the students' activities and also offers assistance when they encounter challenges in completing the assignments.

c. Observation

Observing entails noting the outcomes or effects of interventions applied to students. This observation phase involves firsthand witnessing the execution of measures instituted in the action

phase. Researchers will conduct these observations, concentrating on the educational experience and enhancing students' writing abilities before and following the application of this method.

d. Reflection

Reflection is a phase undertaken in cycle I where the researcher evaluates, perceives, and ponders the outcomes or consequences of the action. The insights gleaned from reflection will serve as the foundation for enhancements in the subsequent cycle.

Below is a class action research cycle formulated by Kemmis and McTaggart. In accordance with these stages, the researcher will carry out a minimum of 2 cycles encompassing 4 stages, namely: planning, executing, observing, and reflecting.

4. RESEARCH AND FINDING DISCUSSION

The information gathered was scrutinized through both numerical and descriptive approaches. The numerical data stemmed from the mean scores of the pupils in every reading assessment. The descriptive data was derived from observations, interviews, and written records. The study took place in one of the VIII-F classes at SMP Negeri 42 Medan, comprising a total of 32 pupils. This investigation was segmented into two cycles, each encompassing four phases: planning, action, observation, and reflection. Both the initial and subsequent cycles were executed over two sessions each. Prior to commencing the first cycle, the researcher conducted a pre-assessment. At the conclusion of each session in every cycle, the researcher also performed a post-assessment.

This yielded two sets of data for comparison - the pre-assessment and the post-assessment. The details were compiled from the outcomes of the assessments administered to the pupils. The assessments were pertinent to the subjects taught and discussed in the classroom during each cycle. There were two cycles, each with four sessions, and the assessment was administered at the end of each cycle. The results of the students' test scores were illustrated in the table:

Tabel. 1 The Students Score in Pre-test of Cycle 1 and Post-test of Cycle I and II

No.	Initial of Students' Names	Pre-test	Post-test I	Post-test II
1.	AMM	50	65	70
2.	AF	45	60	79
3.	A	35	73	92
4.	AIS	56	59	86
5.	CS	45	67	93
6.	CR	60	70	50
7.	DJS	75	90	98
8.	DSS	63	80	92
9.	DFS	50	65	94
10.	DA	45	50	76
11.	FH	50	70	78
12.	FCP	30	65	56
13.	HRP	48	85	89
14.	ILS	40	60	68
15.	JAS	46	80	95
16.	LMS	50	78	98
17.	MCS	60	70	87

18.	MYM	46	70	91
19.	MF	56	68	97
20.	MIL	43	78	84
21.	MKS	40	80	80
22.	MYL	55	90	92
23.	MIS	50	79	83
24.	NN	57	68	45
25.	PCD	63	89	90
26.	QSM	40	87	81
27.	RF	55	60	75
28.	RD	43	75	91
29.	RAP	65	70	97
30.	RMS	33	94	98
31.	SR	23	80	92
32.	YAM	30	79	90
$\sum x$		1547	2354	2687
$\bar{X}$		48.3	73.6	84.0

From the data above, the researcher found an increase on student vocabulary mastery. It could be seen from the average test result value (pre-test, post-test I and post-test II). From the table, the researcher also found student achievements from:

1. The pre-test was done before the CAR as a preliminary study to find out the students' actual abilities and problems in reading. In the pre-test, there were 25 questions, with 10 multiple-choice questions and 15 matching questions. To get the result of pre-test, firstly the researcher calculated the mean score:

$$X = (\sum x)/N$$

$$X = 1547/32$$

$$X = 48.3$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = f/n \times 100\%$$

$$P = (1 \times 100\%)/32$$

$$P = 3.12\%$$

Based on the pre-test results, it could be seen that the average students value was 48.3 from the 32 students only 1 or 3.12% of the student who got the score above the Minimum Mastery Criterion. From the analysis, it could be seen that almost all of eight grade students of SMP NEGRI 42 MEDAN still have very low reading comprehension.

2. In Post-test I, after the application of the Collaborative Strategies method, the students were more enthusiastic about finding out the meaning of new vocabulary, and always wanted to ask the teacher. The result of post-test I showed the mean score of the students increased in to 73.6 which meant there were 18 students who passed the Minimum Mastery Criterion or KKM 75. The mean score derived from the following formula:

$$X = (\sum x)/N$$

$$X = 2354/32$$

$$X = 73.6$$

Then, to measure the percentage of students who passed the KKM score, the researcher used the following formula:

$$\begin{aligned}P &= f/n \times 100\% \\P &= (18 \times 100\%) / 32 \\P &= 56.25 \%\end{aligned}$$

3. In the second post-test, the student's score improved. After using the collaborative reading strategies, the classroom conditions were very good. All the students actively participated in the activities provided by the teacher. This made the students interested and engaged in the lesson. The students were able to compare and identify different types of nouns and adjectives. From the table score of students, the total score of students is 2.687 and to see average score from students in the exam, the researcher applied the following formula:

$$\begin{aligned}X &= (\sum x) / N \\X &= 2.687 / 32 \\X &= 84.0\end{aligned}$$

Then, to measure the percentage of students who passed the KKM score, the researcher used the following formula:

$$\begin{aligned}P &= f/n \times 100\% \\P &= (27 \times 100\%) / 32 \\P &= 84.3\%\end{aligned}$$

This shows that in post-test 2, the score obtained was 84.3%, which means that more than 50% students could improve their reading comprehension by using collaborative strategies reading method.

5. CONCLUSION

Based on inquire about that analyst have conducted already, it can be concluded that the analyst gotten subjective information and quantitative information. Quantitative and subjective information were gotten from the comes about of applying window shopping strategy for 2 cycles. Already the analyst gave a pre-test as a comparison, from the pre-test comes about as it were 1 understudy out of 32 understudies got a score of 75 or over (3.12%). Within the post-test I after applying collaborative techniques perusing strategy, there were 18 understudies (56.25%) who scored 75 and over. Within the moment post-test the whole number of understudies who passed was 28 understudies (84.0%).

Based on these quantitative information, already students' collaborative procedures perusing strategy was exceptionally moo and after executing collaborative procedures perusing strategy got to be great. This information is additionally backed by subjective information obtained from perception comes about, within the to begin with cycle understudies were still not dynamic in gather exercises since a few understudies did not truly get it this strategy. Cycle 2 all understudies were upbeat and fascinated by learning with perusing exercises which indicated that the understudies as of now caught on collaborative techniques perusing strategy. Understudies ended up dynamic in learning exercises and most understudies expressed that shopping exercises seem increment students' perusing comprehension and collaborative techniques perusing strategy made them effortlessly in recollecting the words they had obtained. This is often too backed by the comes about of meet with English educator which appeared that the educator gave positive reactions after executing collaborative procedures perusing strategy in educating perusing comprehension since it can be an elective strategy to utilize in educating perusing.

There are a few recommendations that can be advertised to English instructors and other inquire about based on the inquire about discoveries.

- The collaborative strategies reading method is effective in increasing student reading and the collaborative strategies reading method can be an alternative to overcome student's boredom. For classroom circumstances where learning happens amid the day, understudies will get bored more effectively and not center since they feel tired or languid.
- This strategy can be a incredible alternative for instructors. This strategy can be a incredible alternative for instructors. By actualizing collaborative techniques perusing strategy, understudies will be dynamic in learning, and this strategy moreover makes understudies not bored or languid in course.
- For other researchers who want to conduct research or similar research, they can use collaborative strategies reading method in various skills such as reading or by combining it with tools in the form of learning media. This investigate can too be a reference fabric for other analysts.

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