SEMINAR NASIONAL

PROSIDING SEMINAR NASIONAL

STKIP PGRI JOMBANG

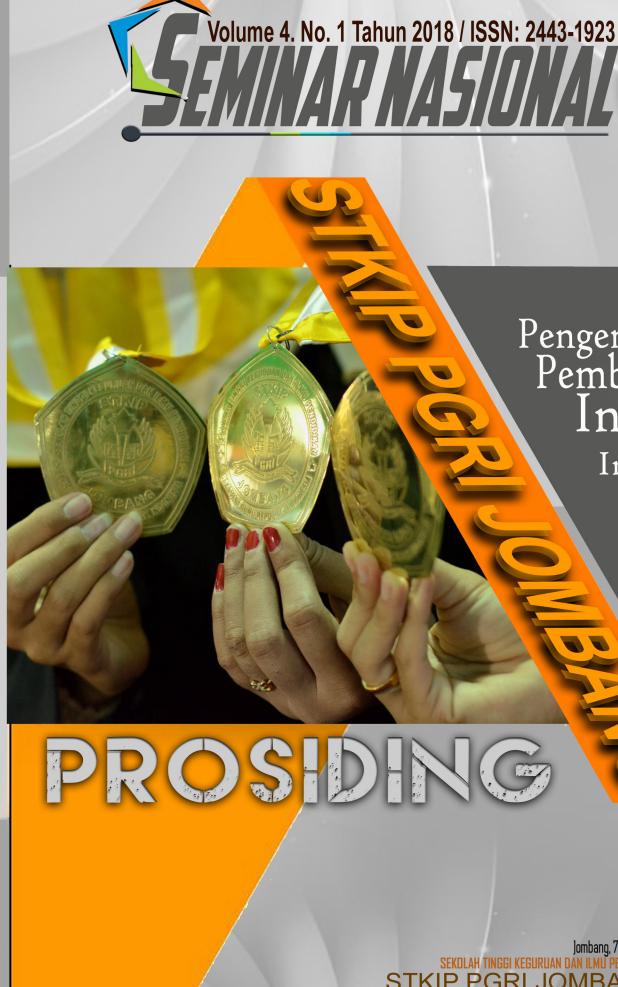Pengembangan Pembelajaran Inovatif *dan* Inspiratif:

Menjawab Tantangan Era Milenial

PROSIDING

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF: Menjawab Tantangan Era Milenial

www.stkipjb.ac.id

sinta
Google scholar

SEMINAR NASIONAL

Hasil Penelitian Pendidikan dan Pembelajaran

"Pengembangan Pembelajaran Inovatif dan Inspiratif:
Menjawab Tantangan Era Milenial"

PROSIDING SEMINAR NASIONAL
HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN
"PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF :
MENJAWAB TANTANGAN ERA MILENIAL"

STKIP PGRI JOMBANG
07 APRIL 2018

Editor/Reviewer

Agus Prianto	STKIP PGRI Jombang
Adib Darmawan	STKIP PGRI Jombang
Siti Maisaroh	STKIP PGRI Jombang
Khoirul Hasyim	STKIP PGRI Jombang
Banu Wicaksono	STKIP PGRI Jombang
Fahimul Amri	STKIP PGRI Jombang
Suminto	STKIP PGRI Jombang
Slamet Boediono	STKIP PGRI Jombang
Ahmad Sauqi Ahya	STKIP PGRI Jombang
M. Fajar	STKIP PGRI Jombang
Wahyu Indra Bayu	STKIP PGRI Jombang
Anton Wahyudi	STKIP PGRI Jombang
Henky Muktiadji	STKIP PGRI Jombang
M. Farhan Rafi	STKIP PGRI Jombang
Yunita Puspitasari	STKIP PGRI Jombang
Tatik Irawati	STKIP PGRI Jombang
Rukminingsih	STKIP PGRI Jombang
Safiil Maarif	STKIP PGRI Jombang

Mitra Ahli

Dr. Widyo Winarso, M.Pd.	(Sekretaris Pelaksana Kopertis Wilayah VII Jatim)
Prof. Dr. Djatmika, M.A.	(Guru Besar Universitas Sebelas Maret Solo)
Dr. Firman, M.Pd.	(Dosen PPKn STKIP PGRI Jombang)

Diterbitkan Oleh:
STKIP PGRI Jombang

PERSONALIA

SEMINAR NASIONAL
HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN
"PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF :
MENJAWAB TANTANGAN ERA MILENIAL"

STKIP PGRI JOMBANG
07 APRIL 2018

Munawaroh	Ketua STKIP PGRI Jombang
Heny Sulistyowati	Wakil Ketua 1
Nurwiani	Wakil Ketua 2
Nanik Sri Setyani	Wakil Ketua 3
Agus Prianto	Koordinator Seminar Nasional
Adib Darmawan	Anggota
Siti Maisaroh	Anggota
Khoirul Hasyim	Anggota
Banu Wicaksono	Anggota
Fahimul Amri	Anggota
Suminto	Anggota
Slamet Boediono	Anggota
Ahmad Sauqi Ahya	Anggota
M. Fajar	Anggota
Wahyu Indra Bayu	Anggota
Anton Wahyudi	Anggota
Henky Muktiadji	Anggota
M. Farhan Rafi	Anggota
Yunita Puspitasari	Anggota
Tatik Irawati	Anggota
Rukminingsih	Anggota
Amir Hamzah Abdillah	Anggota
Rizki Brilian Sandi	Anggota
Safiil Maarif	Anggota

Kata Pengantar

Millennials, atau juga dikenal sebagai generasi millennial, adalah kelompok generasi yang lahir antara tahun 1980-an sampai dengan tahun 2000-an. Dengan demikian generasi millennial adalah generasi muda yang sekarang berusia antara 17 – 37 tahun. Tidak dapat dielakkan, kelompok generasi inilah yang mulai sekarang akan banyak mengisi dan berwarnai corak kehidupan masyarakat *jaman now* dan kehidupan masyarakat pada masa yang akan datang. Generasi millennial inilah yang akan menentukan apakah bangsa kita akan mampu tampil setara dan mampu bersaing dengan bangsa lain dalam komunitas global.

Hasil riset yang dirilis oleh *Pew Riset centre* menjelaskan keunikan generasi millennial yang tidak bisa *dilepaskan* dari keberadaan teknologi internet dan budaya pop. Generasi millennial memiliki ketergantungan yang sangat tinggi dengan teknologi internet. Mereka juga lebih terbuka dengan berbagai ide baru dan gagasan dari sumber mana pun.

Porsi kelompok generasi millennial di Indonesia diperkirakan sebanyak 34% dari total penduduk. Kelompok generasi inilah yang dalam kehidupannya selalu mengandalkan kecepatan, dan cenderung suka pada hal-hal yang serba instan. Bila hal ini terus dijadikan pedoman dalam berperilaku, *maka* dikawatirkan akan memunculkan perilaku *cuek* dengan lingkungan sosialnya, individualis dan egosentris, cenderung mencari hal yang serba mudah, dan kurang menghargai sebuah proses. Kecenderungan ini menjadi tantangan utama bagi semua pendidik *jaman now*. Kegiatan pendidikan dan pembelajaran ditantang untuk mampu memberikan jawaban riil, bagaimana para pendidik harus mengembangkan kegiatan pendidikan dan pembelajaran yang relevan dengan karakteristik generasi millennial. Bagaimana keberadaan teknologi informasi dan komunikasi yang berkembang pesat justru dapat digunakan untuk membangun karakter positip generasi millennial agar kelak mereka dapat bersaing dalam komunitas global.

Saat ini, kajian tentang pendekatan pendidikan, pembelajaran, dan pengembangan sumber daya manusia yang secara spesifik diperuntukkan untuk memperkuat peran generasi millennial dalam era global *masih* belum banyak dikaji oleh para peneliti, akademisi, dan para pengembang sumber daya manusia. Kegiatan Seminar Nasional Hasil Penelitian Pendidikan dan

Pembelajaran dengan tema: "Pengembangan Pembelajaran Inovatif dan Inspiratif: Menjawab Tantangan Era Millenial" ini dirancang untuk mewadai hasil pemikiran, kajian, dan penelitian para akademisi yang menaruh perhatian besar pada isu tentang bagaimana mengembangkan kegiatan pendidikan dan pembelajaran yang mampu menjawab tantangan era millennial. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para pendidik dan pengembang sumber daya manusia untuk mengantarkan tumbuhnya insan millennial yang berkarakter, cerdas, dan kompetitif.

Jombang, 31 Maret 2018

Panitia Seminar Nasional

____Daftar Isi____

Kecakapan Peserta Didik dalam Era Milenial

Penerapan Pembelajaran Inovatif dan Inspiratif

COLLABORATIVE STRATEGIC READING (CSR) STRATEGY FOR IMPROVING TEACHING READING CLASS

Hartia Novianti[1] *(hartiakritiawan@gmail.com)*
Afi Ni'amah[2] *(afini4095@gmail.com)*

Abstract

Collaborative Strategic Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. strategy helps strengthen reading and critical thinking skills. Collaborative Strategic Reading (CSR) is a good method for the students because every step in Collaborative Strategic Reading (CSR) helps the students to increase their knowledge, especially understanding the content of the text. This strategy encourages students to be active and thoughtful readers and enhancing their comprehension. This paper reports on the implementation of **Collaborative Strategic Reading (CSR)** *of EFL learners in the first semester of English Department at STKIP PGRI Jombang. The steps of CSR strategic are four; they are (1) preview activity has purpose to build prior knowledge and to motivate students' interest about the topic, (2) the clink and clunk is design to help students identify breakdown in understanding and then resolve the misunderstanding using a series of "fix up" strategies, (3) get the gist, the students should find the main idea of each paragraph of the text. the students restate the most imortpant point of the text by using their own word and improve students' memory of what they have read., and (4) wrap-up the students should make some question based on what the text they read. It is including 5W1H to make the question based on their understanding of the text. the result of interview indicates that the students showed significantly positive attitude toward the implementation of CSR.*
Key Words*: Collaborative Strategic Reading (CSR), Reading class*

Abstrak

Collaborative Strategic Reading (CSR) adalah teknik yang sangat baik untuk mengajar siswa membaca pemahaman dan membangun kosakata dan juga bekerja sama secara kooperatif. strategi membantu memperkuat kemampuan membaca dan berpikir kritis. Collaborative Strategic Reading (CSR) adalah metode yang baik untuk siswa karena setiap langkah dalam Collaborative Strategic Reading (CSR) membantu siswa untuk meningkatkan pengetahuan mereka, terutama memahami isi teks. Strategi ini mendorong siswa untuk menjadi pembaca aktif dan bijaksana dan meningkatkan pemahaman mereka. Artikel ini melaporkan pelaksanaan Collaborative Strategic Reading (CSR) dari peserta didik EFL pada semester pertama Jurusan Bahasa Inggris di STKIP PGRI Jombang. Langkah-langkah strategis CSR ada empat yaitu; (1) kegiatan awal atau brainstorming memiliki tujuan untuk membangun pengetahuan sebelumnya dan untuk memotivasi minat siswa tentang topik yang dipelajari, (2) the clink and clunk adalah desain untuk membantu siswa mengidentifikasi gangguan dalam memahami dan kemudian menyelesaikan kesalahpahaman menggunakan serangkaian "memperbaiki up "strategi, (3) get the gist, para siswa harus menemukan gagasan utama dari setiap paragraf teks. para siswa menyatakan kembali titik paling penting dari teks dengan menggunakan kata-kata mereka sendiri dan meningkatkan memori siswa tentang apa yang telah mereka baca., dan (4) wrap-up siswa harus membuat beberapa pertanyaan berdasarkan apa teks yang mereka baca. Termasuk 5W1H untuk membuat pertanyaan berdasarkan pemahaman mereka tentang teks. Hasil wawancara menunjukkan bahwa siswa menunjukkan sikap positif yang signifikan terhadap pelaksanaan CSR.
Kata Kunci*: Collaborative Strategic Reading (CSR), kelas Membaca*

---

[1]*Dosen Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Jombang, Jawa Timur*

[2]*Dosen Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Jombang, Jawa Timur*

INTRODUCTION

Teaching is showing off helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand. Kasihani, (1993: 9). Other expert Harme, (2007: 23) teaching is not easy job, but can be very rewarding when seeing our student's progress and knowing that we have helped to make it happen. Reading is one of skills in teaching English. It is recognized that reading must be continued through the University students. Successful achievement determined by one's ability to read. The importance of teaching reading class need improving reading skill in the classroom to improve comprehension, and supports the ability to speak in public. According to Harmer (2007: 99) reading is a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Nowadays, reading is the one of major skill which the students must study and master well. By studying reading, the students can understand explicit and implicit information.

Problem in teaching learning English still exist in the class. It happen because teaching reading comprehension was not easy to be done by the leacture because the leacture have to make the students understand what have they read. It was also happen in one of reading class at the first semester of STKIP PGRI JOMBANG. Based on preliminary study that was done by researcher through interviewing with the English students, and also giving questioner and test to the students. The students told that there was problem in reading comprehension because most of them were difficult to understand the information of the text so they get low score when they have reading test. The lecture stated that the students did not have much vocabulary. So they cannot catch the information of the text. Besides, they did not have enthusiasm when they did reading test so they did the test unseriously.

One of the ways to improve students' ability and enthusiasm in learning English, usually leacture makes a group to do task. It's one characteristic of cooperative learning. According to Fachrurrazy, "cooperative learning claims that group work is better than individual competition"(Fachrurrazy, 2012: 57)**.** It is one of benefit in cooperative learning. Cooperative learning methods hold the idea that students should work together to learn and are responsible for their teammates' learning as well as their own. Based on that statement, cooperative learning is a good way in teaching learning process in the classroom. Using cooperative learning can make teaching strategy in a group successfully. It can solve the problem of the students' that is found by the researcher.

Related to students' reading skill problem, CSR (Collaborative Strategic Reading) can be used as an alternative teaching strategy so hopefully it can solve the students' problem in reading comprehension. This strategy was appropriate with the problem because every steps in CSR are appropriate with the students' need. Based on the result of questionnaire, the students were difficult to understand the information of the text because the teacher did not ask the students to underline unfamiliar word. The students also usually did the task in-group. This strategy was done in-group and there was a step which ask the students to underline unfamiliar word. So, hopefully, this strategy can be applied in order to can solve the problem.

Collaborative Strategic Reading (CSR) concerns to the teaching learning activity in reading class, especially in reading comprehension. Collaborative Strategic Reading (CSR) is a good method for the students because every step in Collaborative Strategic Reading (CSR) helps the students to increase their knowledge, especially understanding the content of the text. According to Janette Klingner and Sharon, "Collaborative Strategic Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively." (1998: 32).

The goal of CSR is true because based on the steps of CSR method, it can improve students' reading comprehension, enlarge students' vocabularies, enhance cooperative skill, and improve their other skill. Besides, CSR method can create a good atmosphere, good interaction between the member of the group and the teacher. When the atmosphere is good, teaching learning process will run well and the students will be active. Thus data interest the researcher to conduct classroom action research to solve the problem in that class.

LITERATURE REVIEW
1. The Nature of Reading

Reading is a passive or receptive skill. Reading is one of skill in English. Reading means the reader should pay attention about the content of the text. The purpose of reading activities can be comprehension (intensive reading in the class), enjoyment (extensive reading out of class), speed reading (skimming and scanning), or accurate pronunciation (reading aloud) (Fachrurrazy: 2012, 83).

The activity of reading is a complex activity. It happen because reading has some purpose, if the reader has purpose to read aloud, it means they have to concern with their pronunciation and the production of the right noses. Usually reading aloud is taught in elementary school. It is taught because they are is the beginner to study about English as a foreign language that is taught only in the classroom.

The other activity is reading skimming and scanning reading. Both of them have different function. Scanning is used to read a special topic that the reader wants to know. Skimming is used to know the whole information of the text. The other activity is reading comprehension. Reading comprehension is intensive reading skill. It means this activity concern to the content. According to Broughton et al (1980: 93) the concern of reading comprehension is for detailed comprehension of very short text and typically concerned with text of not more than 500 words in length. Usually in secondary school, the activity of reading is intensive reading. It means students have to comprehend the text, in order to they can catch the information of the text.

2. Reading Comprehension

According to Snow (2002: 11) Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means reading is not only reading loudly but also comprehending the information of the text. Reading comprehension means making some evaluation what is read. When the readers get much information about the text means they have read it well. Readers construct new knowledge from the interaction between the text and their own background knowledge.

To comprehend, a reader must have a wide range of capacities and abilities. Reading comprehension activity is not only read some passage but also comprehend the text. The readers should pay attention about message, topic, or other information inside the text. The readers will not get comprehension when they do not really read the text. It means the readers have to intensive to read the text. In order to, they get much knowledge from the text that they is read.

Readers can define some information through extracting and constructing meaning of the text. Extracting and constructing is used to emphasize the importance and the insufficiency of the text as a determinant of reading comprehension. According to Snow (2002: 11) comprehension entails three elements:

a.   The readers who is doing the comprehending
b.   The text that is to be comprehended
c.   The activity in which comprehension is a part

It means comprehend involve all the element inside of it, among the readers, the text, and the activity. When the readers read the text, they will engage all the capacities, abilities, knowledge, and experience to include the act of reading. According to (Collins Block, & Pressley, 2001; Moats, 1998) stated in Lynee's book,

"Critical reading comprehension skills and strategies include the ability to: summarize, predict, develop questions, clarify, relate the content of the text to personal experience and knowledge (activate prior knowledge), construct mental representations of the text, monitor understanding of the text, and determine and connect important ideas to construct meaning." (2004: 36)

It means the ability of reading comprehension should include the ability of summarizing the text, prediction about the information before read the passage, making questions and clarifying to make understanding the text, connect the text to experience, determine the important information in order to monitor understanding about the text. Those abilities should be gotten in reading comprehension. It

makes the abilities of readers follow up and they get what have gotten. To make comprehension is not only read the passage but also understand the passage. It can be evaluated trough making summarize and questions. It helps the readers to pay attention what they read.

3. The Purpose of Reading

Reading is one of the ways to open the knowledge and science. Most people should to do it, because it is an important thing to become guidance in future. According to Anderson that the basic purposes in reading are to looking for and get information, embrace of content, and understand of meaning text. The purpose of reading as follow:

1) Reading for detail facts
2) Reading for main ideas
3) Reading for sequences or organization
4) Reading for inference
5) Reading to classify
6) Reading to evaluate
7) Reading to compare or contrast.

4. Models of Reading Process

To understand the content of a particular text, one must go through a process. During the reading process, a reader might use one, two, or combination of the two models. It means when one reads, s/he does not only activate her/his language competence but also her/his background knowledge. The models of reading process include bottom-up, top-down, and interactive model.

a. Bottom Up model

Bottom up models typically consist of lower level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts.

Bottom up models which are essentially text driven the reader begins essentially by trying to decode letters, words, phases, and sentences and builds up comprehension in a somewhat linear fashion from this incoming data.[1]

It suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the readers own background knowledge.

b. Top-down model

On the other hand, top down models begin with the idea that comprehension resides of the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. A passage can be understood even if all of the individual words are not understood. Within a top down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

c. The Interactive model

The models that are accepted as the most comprehensive description of the reading process are interactive model. This third type combines elements of both bottom-up and top-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge sources". Murtagh stresses that the best second languages readers are those who can "efficiently integrate" both bottom up and top down processes.. It is very important to understand that the focus is not to develop speed readers, but fluent reading.

5. Teach *reading strategies*

Strategic reading means not only knowing what technique to use, but knowing how to use and integrate a range of strategies. A good technique to sensitize students to the strategies they use is to get them to verbalize or talk about their thought processes as they read. Reader's can listen to the verbal report of

---

[1]

another reader who has just read the same material , and it is often revealing to hear what other readers have done to get meaning from passage.

a. ***Encourage readers to transform strategies into skills***

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a technique that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious from technique to skill.

b. ***Build assessment and evaluation into your teaching***

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both qualitative and quantitative assessment activities should be including in the reading classroom.

c. ***Strive for continuous improvement as a reading teacher***

The quality of the individual teacher is integral to success of second/ foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best. The good reading teacher actively teaches students what to do. To succeed, you need more than classroom tips and technique: you need to understand of the reading process.

6. **Collaborative Strategic Reading**

Collaborative Strategic Reading (CSR) is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner & Vaughn, 1998: 32). Collaborative Strategic Reading (CSR) concerns to the teaching learning activity in reading class, especially in reading comprehension. Collaborative Strategic Reading (CSR) is a good method for the students because every step in Collaborative Strategic Reading (CSR) helps the students to increase their knowledge, especially understanding the content of the text.

Collaborative Strategic Reading (CSR) is done in a group. Each of groups will be given story text. Then they will follow teacher's instruction to apply the CSR technique. Before reading, students will have preview activity. It is about predicting the text. So, the students have to predict what have they read. During reading they have two activity. The first, they will have clink and clunk activity, it is about understanding vocabulary inside the text. Then they will have get the gist activity, it is about identifying the information of the text and summarizing the text. After reading students will do wrap-up activity, it is about giving question to know the students understanding about the text. Those of steps CSR has been designed by Klingner et al's.

Collaborative Strategic Reading (CSR) is done in-group. It consists of five students. Each group will determine who will be the leader, clunk expert, and announcer. Before doing the steps, the leader will be given cue card to explain the step in fulfilling each assign role when they do in-group. Cue card outline helps students to stay focus on the task and on the role so it can increase their confidence.

The steps of CSR strategic are four; they are preview, clink and clunk, get the gist, and wrap-up.

✓ ***Preview Activity***

The activity is all about giving brainstorming for students that aims to know the students' background knowledge after they read the tittle. This activity has purpose to build prior knowledge and to motivate students' interest about the topic.

✓ ***Click and Clunk Activity***

According to Nosratinia et al (2013:8), the clink and clunk is design to help students identify breakdown in understanding and then resolve the misunderstanding using a series of "fix up" strategies. It means this activity is used to drill students' own knowledge to resolve their weakness by using fix up strategies, those are: reread the sentence, look for the clues, and look for the root word. Students have to grab the meaning of each word of the text as the purpose of *click*. Then when students do not

understand the some parts, it is a ***clunk***. So students have to find the meaning of it using fix-up strategies.

✓ *Get the Gist activity*

In this step, students should find the main idea of each paragraph of the text. This activity has purpose to teach students restate the most important point of the text by using their own word and improve students' memory of what they have read.

✓ *Wrap-up activity*

The last step, students should make some question based on what the text they read. It is including 5W1H to make the question based on their understanding of the text. Finally, after all about questions they make are done, each of it will share and discuss it with other groups.

7. The Teaching of Extensive Reading in STKIP PGRI Jombang

The objectives of extensive reading course in STKIP PGRI Jombang are students will have an access to enlarge their reading skill with various materials particularly which related to their study. It is as example to introduce the students to the material of literature works as they are going to get it at the next semester. This stage can also be a stage to present a coherent and integrated sequence which will enhance understanding of reading comprehension so this activity is expected to:

1) Enable students to achieve fluency in the areas of vocabulary recognition and reading comprehension skills
2) Equip students with effective extensive reading strategies
3) Make reading a positive, encouraging experiences for all students
4) Develop the culture of reading and critical thinking skills
5) Encourage students to take charge of their own reading development
6) Produce independent readers who value reading as a life-long pursuit

In STKIP PGRI Jombang, this course introduces to the major literary genres of narrative fiction, poetry, and drama and examines the interrelationships between language and aesthetic experience. Literary works will serve as the basis for study of the ways in which writers consciously employ language to create aesthetic expressions which reflect experiences of the senses, emotions, intellect, and imagination, as well as ways in which human experience itself is shaped by language.

The instructional purposes of this course is after finishing the section, the students would be able to have a comprehensive understanding on reading skill with all sections provided. They will know the problem in reading section and how to deal with. Thus, at the complication of this course students will demonstrate ability to:

1) Use effectively extensive reading technique
2) Develop an ever-expanding fun of recognized words and their meaning
3) Read not just for information or to perform a task, but also for pleasure
4) Establish personally relevant reading goals.

Based on the explanation above, it can be conclude that extensive reading can improve student's knowledge. Extensive reading gives the big influence in increasing students' reading. So, students to be active in learning process especially in reading class.

RESEARCH METHOD

Classroom Action Research (CAR) is the best research method as CSR is the best strategy to solve classroom problems. The function of CAR is to solve classroom problem which means a classroom practice that can still be developed in resulting better learning achievement of the students (Latief, 2011: 147).CAR activities involve repeated cycles. Each cycle consists of planning, acting, observing, and reflecting. The result of one cycle would have been used to determine the need for the following cycle, until the problems get solved by the strategy.

Planning

Planning was activities of doing preliminary study, planning strategy, and arranging criteria of success. The subjects were 35 students of first semester of reading class at 2017/2018 academic year. The

Volume 4 No. 1 Tahun 2018, ISSN 2443-1923

Prosiding Seminar Nasional Hasil Penelitian Pendidikan dan Pembelajaran
STKIP PGRI Jombang, Jawa Timur, Indonesia, 7 April 2018

instruments that used to collect the data were interview, questionnaries, observation check list, field note, and test.

a. **Planning the Strategy**

   Planning the strategy is a step to arrange the classroom instructional strategy to be developed in the study to solve the instructional problems (Latief, 2010: 148). Things to be arranged were about teaching strategy and lesson plan.

 1. **Teaching Strategy**

After finding problems, the researcher apply CSR as the solution.

 2. **Lesson Plan**

   The lesson plans are designed with the purpose of providing the teacher with guidelines of teaching and learning activities. This study developed 2 lesson plans to be covered in two meetings were for teaching reading. The indicators of reading that had to be achieved were students are able to: (a) determine the general idea of text; (b) guess the implicit information of text; (c) guess the explicit information from text; (d) determine the main idea of text; (e) determine moral value from text; (f) guess the word meaning of narrative text; (g) guess reference word from text.

b. **Criteria of success**

   The criteria of success were used to find out the students' improvement after the implementation of a strategy. For this paper, the criteria of success were students' achievement and students' participation. Students' achievement was measured from the score of minimum passing gradeof sub base competence through test of reading comprehension through on going process whereas students' participation was measured from students' questionnaires.Furthermore, the action research considered successful if: their reading comprehension score was passing minimum passing grade of sub base competence that was 70 and students' participation was above 50%.

Discussion

   Based on interviewing the students and giving questionnaire to the students, there was problem in Reading class especially in understanding the text. The result of it showed that they got difficulties in understanding the text and the students were dislike in reading moreover in long text. The researcher gave them test to measure their ability in reading skill. The result of it showed that the average score of the students was 51,46. There were only 2 students who got score above the standard minimum score that was 70.

   Based on the problem above, the researcher used Collaborative Strategic Reading (CSR) to solve the problem. The researcher decided the strategy because in CSR there were some steps that could solve the students' problem in reading comprehension. The implementation of CSR's step in the cycles is explained as follow:

a) Preview

Preview was the first step of CSR that about prediction before reading. In cycle 1, the students had done it well. Although it was less confident, because only a little student who wants to share their prediction of the text. In cycle 2 had improvement because they had been confident to share their prediction about the text before read a whole text.

b) Clink and Clunk

Clink and Clunk was an activity to capture their understanding about the vocabularies inside the text. In the first cycle there were many students who wrote their clunk. Clunk expert had to finish it through discussion with other clunk expert. In this section, some clunk expert had difficulties to finish their clunk. So they used fix up strategy and consult it to the teacher. But in the implementation of cycle 2, they wrote a little clunk than the previous cycle. In cycle 2, not only clunk expert had duty to finish it but also all of students had duty to complete their clunk through discussion. In this result some students wanted to complete other clunk, students were more active to shared their idea.

c) Get the Gist

Get the gist was an activity about writing important information or resuming the text. In the first cycle, students did not do it well because some group still got score in "Good Enough" criteria. It happened because they wrote it too long and some them were wrote it in Bahasa Indonesia so the teacher decrease their point. In cycle 2, they had done it well. All of the group had resumed it in English and not too long.

d)   Wrap Up

Wrap up was the last step of CSR. It was about giving question to make sure their understanding about the text. In the first cycle only teacher who gave them question, but in cycle 2 every group should make question and give it to the other group. In cycle 2 most of students were active in teaching learning process, moreover in wrap up text. Besides, they had presented their discussion truly. So, it can be conclude, they had understood well about the text.

In cycle 1, the result of students' participation had reach the criteria of success. It showed 408 or 85% it included in "Very Good" criteria. It meant, the students' participation had reached the researcher's expectation. While in cycle 2 the students' participation also had reached the criteria of success in this study. They result showed that students participation of cycle 2 was 434 or 91,25 %. The score included in "Very Good" criteria. It means the students were enthusiastic during teaching and learning process, had a good attention along the process of teaching and learning, the students were active to participate in group learning, and they had braveness to present their result of discussion.

The result of students' score in cycle 1 did not reach the target yet. The average score of the first cycle was 68,4 where 66,7 % students had reach criteria o success and 33,3 % students did not reach criteria o success. Although this result did not reach the researcher's expectation, but it showed there was improvement of the students' average score from the preceding in preliminary study. In preliminary study the highest score was 76 and the average score was 51,47 while the highest score in cycle 1 was 84. Based on this result, the researcher had to do the next cycle. The researcher and the teacher made some changes, the first students' clunk would be shared to other students and if there were "clunks" which had not finished yet clunks expert should gather to finish it. The second students had to make some question and give it to other students. The third, the teacher would be more selective to divide the group.

In cycle 2 the students' score had reached the criteria of success. All of the students got score upper of the minimum standard . It means there was significance improvement from preliminary study, cycle 1, and cycle 2.

Conclusion

After conducting Classroom Action Research (CAR) in teaching reading comprehension by using Collaborative Strategic Reading (CSR) strategy in reading class for two cycles, the researcher can conclude that CSR strategy can improve students' reading skill at reading class at the first semester of STKIP PGRI JOMBANG. It was proven by the analysis of the previous chapter. By using CSR strategy, the student can comprehend the text, find the main idea and specific information, and identify reference and meaning of vocabulary. The goal of CSR is true because based on the steps of CSR method, it can improve students' reading comprehension, enlarge students' vocabularies, enhance cooperative skill, and improve their other skill. Besides, CSR method can create a good atmosphere, good interaction between the member of the group and the teacher. When the atmosphere is good, teaching learning process will run well and the students will be active.

Daftar Pustaka

Brunner, Judy T., *I Don't Get It: Helping Students Understand What They Read* New York: Rowman& Littlefield Education Publishers, Inc, 2011

Brown, H. D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy.* New York: Longman.

Cahyono, Bambang Yudi &Utami Widiati. The Teaching of EFL Reading in the Indonesian Context. The State of the Art. *TEFLIN Journal, 2006,* 17(1):37-56.

Cahyono, Bambang. Y. and Shirly Rizki K. (2011).*Practical Techniques for English Language Teaching*.Malang: State University of Malang Press.

Cooper John D, *Literacy*: *Helping Children Learn to Read*. Boston: Houhgton Mifflin Company, 2002

Cohen, Louis, Lawrence Manion, Keith Morisson. 2000. *Research Method in Education 5th Edision.* London: Routledge Falmer

Dharmayanti, Paramita et al. 2013. *The Effect of Modified Collaborative Strategic Reading and Vocabulary Mastery on The Reading Competency of The Second Semester Students of English Education Study Program of Mahasaraswati Denpasar University*. Singaraja: Postgraduate Program Ganesha University

Donald Ary, Lucy Cheser, Chris Sorensen, Asghar Razavieh. 2006. *Introduction to Research in Education.* Wadsworth, Cengage Learning: University Michigan

Fachrurrazy. 2012. *Teaching English as Foreign Language for Teachers in Indonesia.* Malang: State University of Malang Press.

Harmer, Jeremy. 2007a. *How to Teach English*. New Ed. England: Pearson Longman.

Harmer, Jeremy. 2007b. *The Practice of English Language Teaching.* New Ed. England: Pearson Longman.

Klingner, Jannete K. & Sharon. 1998. *Using Collaborative Strategic Reading. Teaching Exceptional Children.*

Gebhard, J. *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide*. Michigan: The University of Michigan Press, 2000.

Guzzeti Barbara J., *Literacy in America: an Encyclopedia of History, Theory, and Practice*, California: ABC-CLIO Inc, 2002.

Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Pearson Longman.

Hadley Alice Omaggio. *Teaching Language in Context 2nd Edition* USA: Heinie&Heinle Publishers. 1993

Harmer.Jeremy. *How to teach English: An Introduction to The Practice of English Language Teaching.* Addison Wesley Longman Limited. 1998

Hedge Tricia, *Teaching and Learning in the Language Classroom*. New York: Oxford University Press, 2003

Larsen, Diane and Freeman. 2009. *Techniques and Principles in Language Teaching*. New York: Oxford University Press, Inc.

Latief, Adnan (2010).*Research Methods on Language Learning: An Introduction*.Malang: Universitas Negeri Malang.

Snow, Catherine. 2002. *Reading for Understanding Toward in R & D Program in Reading Comprehension*. USA: U.S Departement of Education.