

USING CSR TO IMPROVE READING SKILLS OF STUDENTS AT GLOBAL ENGLISH PARE

Muhamad Tauvikur Rohman¹, Milawati²

¹Faculty of Teacher Training and Education, Universitas Terbuka, Jakarta, Indonesia
email: tauvikur@gmail.com

Abstract: Reading is one of the most important skills which English learners should acquire. However, many students still face difficulties in understanding the passages which they read, and this is reflected in their poor scores. This article aimed to enhance students' proficiency in reading English texts through the implementation of Collaborative Strategic Reading (CSR). This study employed Classroom Action Research with a focus on intermediate-level students at Global English Course Pare, Kediri. The research was executed in two distinct cycles. During Cycle I, an improvement in the students' reading comprehension performance was observed, reflected by an average score of 60.5. In Cycle II, there was a marked enhancement in their reading comprehension skills, with the average score rising to 71.3. These findings indicate that the implementation of Collaborative Strategic Reading (CSR) method significantly enhanced the reading comprehension proficiency of intermediate-level students. Additionally, it was noted that this method fostered greater enjoyment among students and elicited more active participation and heightened motivation in learning together.

Keywords: *Collaborative Strategic Reading; Reading Comprehension; Teaching Reading*

Accepted: 30 April 2025

Approved: 15 May 2025

Published: 01 June 2025



© 2025 FKIP Open University
This is an open access under the CC-BY license

INTRODUCTION

Reading is one of the most essential skills which English learners should acquire. Through reading, students can gain more knowledge because it serves as a gateway to explore new worlds. A person's ability to learn can determine how well they get the information obtained from the written text. Students must be able to understand and even get the gist of what they have read. They were also expected to understand the new vocabulary well, therefore the students were truly proficient in English, (Reformisa & Khofshoh, 2022). However, Banditvilai (2020) stated that many students still face difficulties in understanding the passages which they had read, and this is reflected in their poor scores.

Teaching reading is a process of guiding students to be able to read and achieve comprehension about the text they read. According to Chamidah (2021), When presenting English text, particularly explanation texts, teachers must employ suitable strategies to ensure students can grasp the content easily unless student can get confused when tasked with comprehending entire texts in school. Thus, teachers need to use effective strategies to simplify the learning process. Employing suitable strategies in language learning can significantly aid students in

understanding texts. In my class, as an English teacher, I frequently found that some students got difficulties in understanding the text comprehensively. It can be seen from their performance in reading test. Most of them could not complete the test on time. There were always some questions that they had not answered yet when the time was over.

To overcome this issue, there must be a strategy that students can use to understanding texts comprehensively. When engaging in reading, students need to employ diverse tactics to aid in acquiring, retaining, and recalling information. As a result, reading strategies are deemed crucial for enhancing students' reading comprehension skills, equipping them with the ability of how to handle their reading comprehension effectively. Reading comprehension is a complex and intricate process whereby the reader interacts with a text to derive meaning and understanding from it. Comprehension can be achieved by employing the reader's cognitive processes and metacognitive skills to understand the text's meaning. The reader's understanding, and resulting comprehension, is thus facilitated by the skills and strategies at his or her command, (Yapp, 2021). Thus, teachers' teaching method is crucial.

One of reading strategy which can help students comprehend an explanation text successfully is by using Collaborative Strategic Reading (CSR) in the classroom. Collaborative Strategic Reading (CSR) is an approach that encourages students to collaborate on reading assignments, fostering improved comprehension. CSR comprises four primary stages: preview, click and clunk, get the gist, and wrap up. Employing CSR strategies in reading comprehension aligns with techniques aimed at enhancing comprehension by activating students' background knowledge and prompting them to make predictions about upcoming content, (Sulistiyani, 2022). This method is believed to offer chances for students to engage in discussions, boost their confidence, share critical thinking, and enhance their readiness to take ownership of their own learning, (Reformista & Khofshoh, 2022). Through group work or partnerships, students engage in reading comprehension exercises. CSR enhances critical thinking skills, facilitating a deeper understanding of the text's content. Reciprocal teaching, a component of CSR, involves alternating between teachers and students leading discussions on text elements such as summarization, questioning, clarification, and prediction. This strategy aims to support students facing challenges with comprehension. Many intermediate-level English learner struggle with understanding reading material, but strategies like CSR can help them decipher the meaning of unfamiliar words and concepts. According to Anwar (2020) in his research, students' reading skill were only at 50% before the teacher implemented Collaborative Strategic Reading (CSR). However, after the teacher effectively applied the steps of the CSR technique—preview, click and clunk, get the gist, and wrap up—the students' reading skills improved significantly, reaching 100%.

In this paper, the aim is to investigate the improvement of students' scores in Intermediate class of Global English Pare following the application of Collaborative Strategic Reading (CSR) for understanding explanation texts. This includes exploring how the CSR strategy is used in teaching reading comprehension for explanation texts.

METHOD

This research employed Classroom Action Research (CAR), and aimed at investigating the use of Collaborative Strategic Reading (CSR) to improve students' reading comprehension of Explanation Text. According to Garpersz and Uktolseja (2020), Classroom Action Research

(CAR) is reflective research where specific actions are taken to enhance classroom learning practices in a professional manner. This type of research plays a vital role in scientific inquiry as it influences the quality of research outcomes. As a result, CAR is anticipated to assist teachers in identifying the strengths and weaknesses during lessons and improving students' performance and achievement in reading.

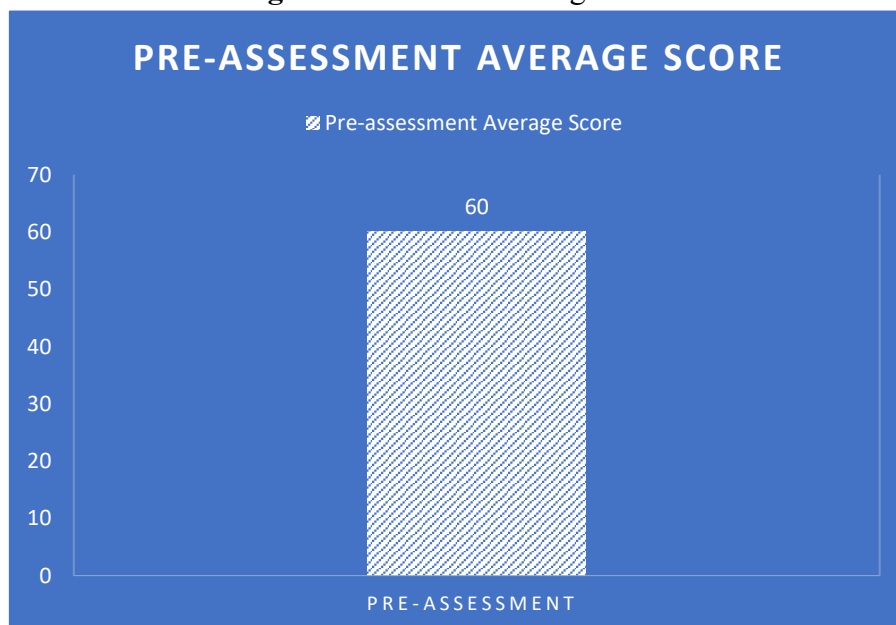
This research was conducted at Global English Pare, focusing on Intermediate-level students. Specifically, the Classroom Action Research was carried out in Intermediate class, which consists of 10 students.

This research utilized the Action Research Model proposed by Kemmis and McTaggart (1988), as cited in Putra (2023), which outlines Classroom Action Research in four steps: (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. The Planning step involves preparing and developing lesson plans, creating learning materials, and determining assessment criteria. The Action step involves implementing the planned interactive learning activities, lesson plans, and learning materials. Observing involves monitoring and noting classroom activities during the lesson using an observation sheet. Reflecting involves analyzing and evaluating the actions taken in each cycle to determine if the results meet the success criteria. The outcomes of the reflection serve as a basis for revising the learning design for the next cycle.

RESULT AND DISCUSSION

Before initiating Cycle I using Collaborative Strategic Reading (CSR), a preliminary observation was conducted. This preliminary observation aimed to understand the classroom situation and students' interactions during the lesson. Additionally, a pre-assessment was conducted to gauge the students' cognitive competency in reading. The results of this pre-assessment are presented in Figure 1 below.

Figure 1. Students' Average Score



This preliminary observation and pre-assessment indicated that the students' reading comprehension capability of Explanation Text was below the minimum required score. The average reading score was 60%. According to the Standard of Learning Objective Achievement (KKM), students needed to achieve a minimum score of 70. This preliminary data will serve as a baseline for assessing students' improvement and reading comprehension mastery in Cycle I.

Implementation Cycle I

In the first teaching cycle (Cycle I), a structured approach involving planning, action, observation, and reflection was implemented.

Planning

The planning stage involved creating lesson plans, developing engaging learning materials, and establishing clear assessment criteria. Additionally, preparation for the action stage included printing the required Article of Explanation Text.

Action and Observing

The teaching session used a method called Collaborative Strategic Reading (CSR) with the teacher taking on a dual role; teacher and observer. The CSR method was introduced and explained to the students. They were then provided with the Article of Explanation Text and divided into groups which consist of 5 students of each group. Then, they are required to read the passage and answer each question provided by implementing CSR Method which means applying four reading strategies; preview, click & clunk, get the gist, and wrap up together with their group mates. During the action stage, the effectiveness in improving students' reading comprehension skills was also observed. The increase in students' reading comprehension mastery is shown in Figure 2.

Figure 2. Students' Average Score

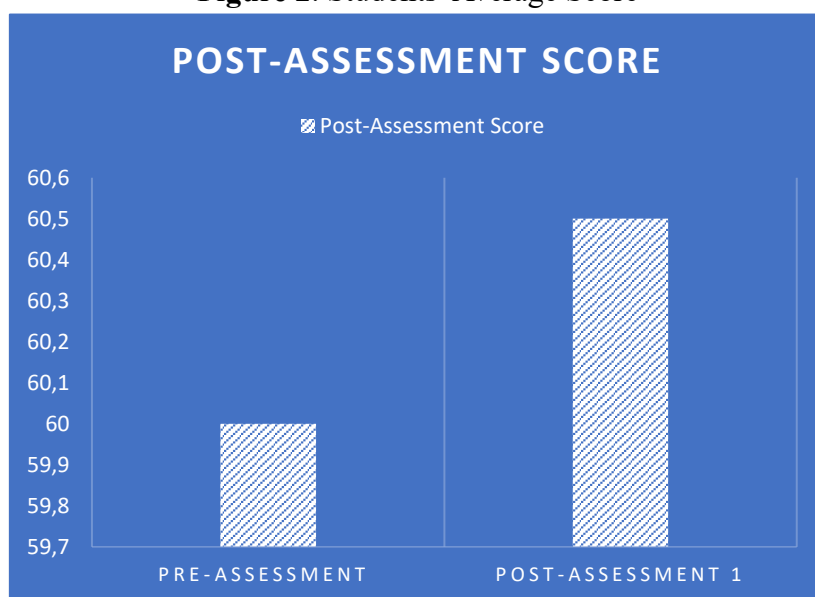


Figure 2 showed an improvement in students' reading comprehension skill on Explanation Text. Additionally, students actively participated and engaged in reading activities using Collaborative Strategic Reading (CSR) method. They were highly motivated by this enjoyable method, which led to an improvement in their reading comprehension skill. This was evident from the post-assessment 1 average score.

The post-assessment results 1 indicated that the students' average score in learning vocabulary was 60.5. This suggests that using Collaborative Strategic Reading (CSR) method could improve the students' reading comprehension skill on Explanation Text. Furthermore, students actively participated, enjoyed, and engaged with the teaching-learning process through the use of Collaborative Strategic Method.

Reflecting

In the reflection stage, Analysis of the teaching session (Cycle I) revealed an improvement in student reading comprehension, as shown by the post-assessment results. Students were also engaged and enjoyed using the Collaborative Strategic Reading (CSR) method. This suggests that CSR can be effective in enhancing student performance in reading classes. This finding aligns with Anwar (2020) who argued for the effectiveness of collaborative strategic reading techniques in improving English reading skills. The positive results from Cycle I paved the way for Cycle II, aiming to further develop students' reading comprehension skills for Explanation Text.

Cycle II

Building upon the success of Cycle I, a second teaching cycle (Cycle II) was implemented. This cycle followed a four-stage approach: planning, action, observation, and reflection. The goal was to further enhance and improve students' reading comprehension skills.

Planning

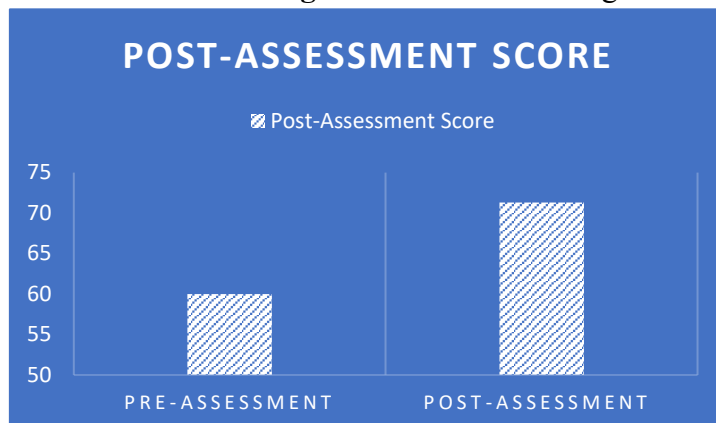
The planning stage for Cycle II involved creating a lesson plan, developing engaging learning materials, and establishing clear assessment criteria. Additionally, preparations for the action stage included printing the required Explanation Text article.

Action and Observing

The teaching session (Cycle II) used the Collaborative Strategic Reading (CSR) method with a more active teacher role. Students received copies of the Explanation Text article and used the CSR method to read and answer questions together. This method involved four key reading strategies: preview, click & clunk, get the gist, and wrap up.

The results of the post-assessment for Cycle II, as shown in Figure 3, demonstrated a significant improvement in students' reading comprehension skills.

Figure 3. Students' Average Score



The post-assessment results in Figure 3 indicated a significant improvement in students' reading comprehension skill. The students' average score was 71,3, demonstrating that their reading scores in Cycle II were higher than in Cycle I. This suggests that using Collaborative Strategic Reading (CSR) method effectively enhanced students' reading comprehension skill.

Reflecting

The reflection stage involved analyzing the findings from Cycle II. Compared to Cycle I, student participation and engagement in learning activities significantly improved. Students were more active and motivated to enhance their reading comprehension skills using the Collaborative Strategic Reading (CSR) method.

Analysis of the post-assessment results for Cycle II (Figure 3) revealed a significant improvement in students' reading comprehension of Explanation Texts. The average score increased to 71.3, suggesting the effectiveness of CSR in boosting reading comprehension skills. Rosari & Mujiyanto (2016) also stated that CSR not only improves reading skills but also fosters positive social interactions within the classroom. They further report a significant impact on proficiency levels and a positive interaction effect between the reading intervention and proficiency.

The findings of this study demonstrate that the use of Collaborative Strategic Reading (CSR) method significantly boosted the reading comprehension skills of intermediate-level students, with test scores in Cycle I and Cycle II showing a clear improvement. This highlights the importance of learning strategies, as CSR provides a framework for teachers to enhance student understanding. Furthermore, Collaborative Strategic Reading (CSR) did not only improve reading ability but also fosters positive social interactions and benefits classroom relationships.

CONCLUSION

Based on the research results, it can be concluded that implementing the Collaborative Strategic Reading (CSR) method improves students' reading comprehension skills. Preliminary observations and pre-assessments indicated that students' reading performance was initially low due to their lack of effective strategies for reading English articles. The findings demonstrated that the CSR method effectively enhances students' reading comprehension skills, with significant improvements observed after Cycles I and II. Additionally, the CSR method increased student participation during lessons, making them more active, engaged, and

enthusiastic about the learning process. In summary, using the CSR method significantly improves intermediate-level students' reading comprehension skills for Explanation Texts and greatly enhances their performance, engagement, and achievement in reading classes. Further research is recommended to apply this reading method to lower levels, such as basic or primary students.

REFERENCES

- Anwar, A., (2020). The Effect of Collaborative Strategic Reading Toward Students' Reading Skill. *Attractive Journal*, 1(1), 21-28
- Banditvilai. C. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*, 10(2), 46-50
- Garpersz, S., & Uktolseja, L. J. (2020). The use of serial picture media to improve English speaking ability at SMP YPK Syaloom Klademak Sorong City. *Jurnal Pendidikan Bahasa*, 7(2), 36-45.
- Marseni, M., & Habeebanisya (2022). A Classroom Action Research: Improving Speaking Skills Through Work in Pairs Technique. *TLEMC (Teaching & Learning English in Multicultural Contexts)*, 6(1), 16-22
- Meesuk. P., Sramoon. B., Wongrugsu. A. (2020). Classroom Action Research-based Instruction: The Sustainable Teacher Professional Development Strategy. *Journal of Teacher Education for Sustainability*, 22(1), 98-110.
- Nanda, I., Sayfullah, H., Pohan, R., Windariyah, D. S., Fakhrurrazi., Khermarinah., Mulasi, S., Warlizasusi, J., Hurit, R. U., Harizahayu., Arianto, D., Wahab, A., Romadloni., Aini, A. N., Bawa, I. D. G. A. R. 2020. Penelitian Tindakan Kelas Untuk Guru Inspiratif. Penerbit Adab
- Putra. R.W.P. (2023). Improving Students' Vocabulary Through Paper-Mode Quizizz: A Classroom Action Research in Indonesian EFL setting. *English Learning Innovation*, 4(1), 22-31.
- Reformisa. M. N., Khofshoh. Z. A. (2022). Collaborative strategic reading (csr) in the effectiveness of teaching reading comprehension. *KARANGAN: Jurnal Kependidikan, Pembelajaran, dan Pengembangan*, 4(01), 49-57.
- Rosari, L., & Mujiyanto, Y. (2016). The effectiveness of know-want-learned and collaborative strategic reading strategies to teach reading comprehension to students with positive and negative attitudes. *English Education Journal*, 6(2), 33- 41
- Sulistiyanei, Khoiriyah, Wicaksono. A., & Aji. M. P. P. (2022). Collaborative Strategic Reading (CSR) and Its Influence on Students' Reading Comprehension. *Journal of English Education and Teaching*, 6(3), 367-37
- Yon. A. E., Rafli. Z., Nuruddin (2022) Teaching Reading by Collaborative Strategic Reading: An Action Research. *Journal of English Education*, vol. 10, No. 2, 465-474.