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COLLABORATIVE STRATEGIC READING IN TEACHING NARRATIVE TEXT IN MTS PEMBANGUNAN KUNINGAN

Vany Septiyanti Putri Atla; Eline Rozaliya Winarto; Ikariya Sugesti

Universitas Muhammadiyah Cirebon

putriatla121@gmail.com; ikariya.sugesti@umc.ac.id; eline.rozalia@umc.ac.id

Abstract: The objective of this research is to find out the implementation of collaborative strategic reading (CSR) in teaching narrative text at MTs Pembangunan. CSR is a teaching approach that integrates reading strategies with group collaboration to improve text understanding skills. The study involved students from several classes at the high school level who were given CSR training in the context of reading narrative texts. The method used in this research is the qualitative-descriptive method. The results of the research show that the implementation of CSR significantly improves students reading comprehension. In addition, students showed higher involvement and motivation in reading narrative texts through CSR methods compared to traditional methods. The findings indicate that the implementation of CSR carried out by English teachers is relevant to the theory by Klinger and Vaughn (1996) regarding the steps in CSR strategies.

Keywords: collaborative strategic reading, narrative text, teaching reading strategies

INTRODUCTION

The development of 21st-century skills, which are necessary for success in a world that is changing quickly, begins with reading. This is how reading relates to these important skills: Critical Thinking and Problem Solving: Reading fosters the development of information analysis, perspective evaluation, and the capacity to make well-informed judgments. Readers gain the ability to recognize biases, separate opinions from facts, and solve issues logically when they interact with complicated literature. Creativity and Innovation: Reading exposes people to a variety of viewpoints and storylines, which stimulates innovation. It enables people to think creatively, imaginatively, and innovatively. For instance, distinct situations are frequently presented in literature, challenging readers to think of fresh approaches and viewpoints.

Information literacy: It's essential to be able to evaluate and use information critically in the digital age. Reading equips people with the skills necessary to access, decipher, and

assess the wealth of online information. It aids in the development of their ability to differentiate between dependable and unreliable sources. Flexibility and Lifelong Learning: Reading cultivates an attitude of ongoing education. It promotes curiosity and the quest for knowledge, two things that are vital in a world where industry and technology are always changing. People who read often can stay informed and adjust to new opportunities and difficulties. Cultural and Global Awareness: Reading increases one's knowledge of many histories, civilizations, and viewpoints. In our globalized society, where empathy and cross-cultural communication are becoming more and more crucial, this knowledge is essential. Leadership and Social Responsibility: Reading about social concerns, ethics, and leadership motivates people to take charge of their lives and behave morally in their neighborhoods. It sheds light on the characteristics of successful leaders and the significance of serving the greater good. Collaboration and Communication: Reading broadens one's vocabulary, improves comprehension, and introduces readers to a variety of writing styles, all of which help one's communication skills. These abilities are essential for productive teamwork in settings where articulating ideas and communicating clearly are critical. Not only is reading a basic ability, but it also serves as a means of acquiring the more comprehensive skills necessary for success in the twenty-first century. It gives people the skills they need to think critically, communicate clearly, and continuously learn and adapt to a world that is changing all the time.

In reading comprehension, several common issues are often encountered while reading, including: Vocabulary Gap: Understanding might be impeded by unfamiliarity with specific words. Lack of Focus: It might be challenging to stay focused on the subject matter due to distractions or daydreaming thoughts, which can result in missing details and misunderstandings. Inference Difficulties: Understanding frequently entails making assumptions and interpreting clues. Difficulties in this domain may result in a cursory comprehension of the text. Difficulty with Inference: Implicit reading and inference are frequently necessary for understanding. Failing to grasp this can result in a cursory comprehension of the content. Poor comprehension of text structure can make it difficult to comprehend the primary ideas and supporting details of a text, regardless of whether the content is narrative, expository, or argumentative. Difficulty with complicated sentences: Text that has sophisticated syntax or complicated sentence structures may be more difficult to grasp and comprehend. Lack of Background Knowledge: It will be challenging to comprehend or relate to the content being read in its entirety without sufficient background information or context. Reading Pace: While reading too slowly can make it difficult to perceive the overall picture, reading too quickly can cause you to overlook essential details. Failure to Engage with Content: Understanding and retention can be lowered by not actively engaging with the content, such as by not posing queries or formulating predictions.

Nowadays, teachers are required to be innovative and creative in order to create a good learning atmosphere, making learning something fun. One way to create a good learning atmosphere is to use learning strategies or techniques that are suitable for students. There are many strategies that teachers can use in learning, one of which is collaboration. Collaborating can make students more active during learning, such as by exchanging opinions and arguing with each other, so that all students can be involved during learning. Collaborative is one of the 21st century skills that students should possess: a collaborative approach where individuals or entities work together in a coordinated and cooperative manner to achieve a common goal or objective. It involves sharing resources, knowledge, and responsibilities among collaborators to maximize collective efficiency and effectiveness. It can be applied in a variety of

contexts, including business, education, research, and community development.

Collaborative Strategic Reading (CSR) is a collaborative technique that teaches students to use comprehension strategies while working cooperatively (Oktorianisarry et al., 2023). In CSR, the teacher presents the procedures (preview, click and clunk, get the gist, and wrap up). CSR can be used for recount text and narrative text. Narrative text is a type of text that tells a story or describes a sequence of events. Its purpose is to entertain or inform the reader, and it has the function to entertain, inform, or engage audiences by presenting a series of interconnected events or experiences. According to Purba (2018), A narrative text is a type of writing that narrates precisely about past events or activities, illustrating difficult situations and their resolutions, usually with the intention of entertaining the readers and imparting a moral lesson. Thus, narrative text tells about events that happened in the past. In general, the tense that is often used in narrative is the past tense. We can see this from the definition of past tense, which is the verb form used to describe actions or events that happened in the past.

According to Bermillo & Merto's (2022) research entitled "Collaborative Strategic Reading on Students' Comprehension and Motivation," this research showed that when complete CSR was applied, reading comprehension was much higher than when partial CSR intervention was applied. This indicates that complete CSR is a useful intervention for raising reading comprehension levels in pupils. shown that students behaved motivated when reading English texts and that using a collaborative teaching approach made a big difference in students' academic performance. and demonstrated that the students' conduct toward reading English texts was motivated and that using a collaborative teaching technique made a big difference in the students' academic progress.

The explanation above shows that using CSR can improve students' reading skills and help them better understand the text. In this research, the researcher. According to Klingner and Vaughn (1996) and Gani et al. (2016), there are four processes that typically involve students working together to understand and discuss a text. Here are the general procedures for implementing collaborative strategic reading: before reading: preview; during reading: click and clunk; get the gist; after reading: wrap up. By using those steps with CSR, it can enhance students' understanding and improve their critical thinking skills. In MTs Pembangunan, an English teacher has implemented CSR strategies in reading comprehension, specifically in narrative text materials. However, the researcher wants to find out whether the CSR implementation by the English teachers at MTs Pembangunan aligns with the steps outlined in the CSR strategy proposed by Klingner and Vaughn in 1996. In reality, researchers found that CSR has been used by teachers when learning narrative text, but its use has not been effective.

Using this strategy, there are advantages and disadvantages that the teacher found in the class. The advantage is that students can understand the text they read better than if they read alone without using CSR. Moreover, the disadvantage is that there are some students who are less conducive when learning takes place, with various factors identified in the field, so that when learning takes place, not all students participate in groups because some of these students lack vocabulary, and there are students who do not give good feedback. So, from that research, the English teacher at MTs Pembangunan more emphasized the understanding of vocabulary in reading learning when implementing CSR in teaching narrative text so that the teacher can make sure that his pupils understand the reading text learned using this strategy.

LITERATURE REVIEW

Teaching Reading Strategies

According to Utami & Anggia (2016), strategies are dependable programs that readers intentionally modify and keep an eye on to enhance their reading abilities. Two categories of tactics were established. The first is that teachers use instructional tactics to help students become more proficient readers. Student strategies refer to the internal processes that students employ while reading. A teacher's plan for the teaching and learning process to accomplish the objectives is called a teaching strategy. To put it another way, teaching strategies are methods of instructing students. The educator must implement the plan in order to achieve a balance between the approach they take and the way they apply the subject. (Nurdianingsih, 2021).

Based on the explanation above, it can be concluded that teacher reading strategies refer to the deliberate and planned approaches used by educators to teach and support students in developing effective reading skills. These strategies include a set of teaching techniques, activities, and methods used by teachers to improve student reading understanding, fluency, and overall literacy skills, as well as an effective reading strategy teaching involves a combination of explicit instruction, modeling, guided practice, and self-application. Teachers need to adjust their approach to the age, level of skill, and needs of their pupils. Moreover, integrating these strategies in different fields can help students become more skilled readers. According to Vacca & Vacca (1999) in Nurdianingsih (2021), there are some strategies in teaching reading comprehension such as: Scaffolding, Think Aloud, Survey, Question, Read, Recite, and Review (SQ3R), Question-Answer Relationship (QARs), Reciprocal Teaching, and Collaborative Strategic Reading (CSR).

Think Aloud

Think aloud in reading is a cognitive technique in which readers express their thoughts and internal dialogue verbally while reading a text. This strategy allows readers to share their thinking process with others, usually teachers, friends, or even themselves, to clarify the mental processes involved in understanding the text. The steps in think aloud are to choose a text, model a think aloud, debrief, and have the student practice independently. This strategy is anticipated that this tactic will offer substitutes for students who struggle with comprehension and help them get through reading assignments without getting bored. Thinking aloud can be utilized to assist kids in resolving their reading comprehension issues (Yusuf et al., 2018)

According to Sönmez & Sulak (2018) in this strategy, when educators read aloud, they allow their minds to expand. Students pay attention to what their teachers are explaining while they listen quietly. They get an understanding of how the technique works and how comprehension happens in this way. Think aloud are also utilized to simulate comprehension processes include forecasting, generating visuals, connecting textual content to previously learned material, tracking understanding, and resolving word recognition and comprehension issues (Toswell, 2012). Think Aloud is also used to model understanding processes such as making predictions, creating images, linking information in text with previous knowledge, monitoring understanding, and addressing word recognition or understanding problems. Because the student uses this strategy to verbally express all of his thoughts in order to develop a knowledge of the reading text, it is useful. As a result, when students work hard in their studies, they learn how to learn and become reflective, metacognitive, and independent learners—a crucial step in assisting students in realizing that learning is hard and frequently not simple.

The researcher summarizes that think aloud is similar to step-click and clunk in CSR. In think aloud, students understand text by listening to what the teacher explains and in CSR, step-click and clunk students understand the text by noting which part they get their points from (click) and which part they don't get their points from (clunk). That is the reason think Aloud is part of CSR because the steps in both strategies are related and similar.

Reciprocal Teaching (RT)

Reciprocal teaching (RT) is a strategy often applied in small groups that encourages students to engage actively with a text through the process of summarizing, questioning, clarifying, and predicting. RT can also be called a structured reading and understanding strategy that involves interactive dialogue between teacher and student. This strategy was developed by Annemarie Palincsar and Ann Brown in the 1980s with the aim of improving students' metacognitive skills and helping them become more aware of their thinking processes while reading. By engaging in collaborative discussions and actively implementing these strategies, students will develop critical thinking skills to involve them in reading and also deepen their understanding so that all students can improve their comprehension, critical thinking, and overall reading skills and experience success in their learning,

According to Koch & Spörer (2017) that the use of reading strategies when reading a material aloud to peers is what is meant to be understood by the term "RT." Students engage with one another in this peer group and take turns becoming the group leader. Students are taught how to apply the four reading processes of questioning, summarizing, clarifying, and anticipating. They read books aloud and work together to build comprehension in their small group, this strategy is the same as the CSR. CSR is a reading comprehension technique that blends two teaching modalities: teacher think-aloud and modified reciprocal teaching (Rahman, 2016)

From the definition above, it can be concluded that the term of RT strategy is the same as that of CSR, and RT strategy is part of CSR because the strategy of CSR is a mixture of think aloud and RT. The steps in RT include summarizing, asking questions, explaining, and predicting. These are similar steps in CSR: preview, click and clink, get and gist, and wrap up. Below is a further explanation of collaborative strategic reading.

Collaborative Strategic Reading

Teaching is the process of facilitating learning, knowledge acquisition, and skill development in individuals. It involves the transmission of information, fostering understanding, and guiding students towards achieving specific educational goals. An effective teacher not only provides information but also inspires, guides, and empowers students to be lifelong learners and contribute to society. According to N Nurhayati, A Muslem (2013), teaching means establishing situations that enable the process of knowledge transfer between teachers and students, in which situations sometimes have to be manipulated in order to create situations and conditions according to what is expected.

Reading comprehension as thinking on multiple levels entails complex processes, readers must apply their linguistic knowledge to decode written texts at the word level. They must also examine the discourse's features and structure and integrate their schemata with the information they learn from the text in order to make sense of it, to facilitate the reading comprehension process teacher deliberately use various strategies with specific objectives one of the strategies can be use is CSR.

According to Rahman (2016), CSR is reading comprehension technique that

blends two teaching modalities: teacher think-aloud and modified reciprocal teaching, CSR is a comprehension approach that helps students become more proficient readers. It consists of four fundamental parts and is typically applied to small groups of students. In addition, one of the CSR comprehension tactics can advise students to collaborate to comprehend deeply when reading, verify their comprehension during reading, and practice their vocabulary. Its goal is to improve students' reading comprehension. If they can achieve this goal of reading aloud in their group, they won't regard the teaching-learning process to be uninteresting any longer (Melco, P., Jufri., 2016)

Kahar & Ohoiwutun (2015) stated that CSR could be one option to be applied in teaching reading comprehension. In teaching activities, the teachers should give more opportunity to the students to be active during learning activities and lastly, students should study hard and feel motivated to develop their reading skills. According to Klingner in Gani et al. (2016), there are general procedures for implementing Collaborative Strategic Reading: before reading: preview; during reading: click and clunk; get the gist; after reading: wrap up.

Before Reading: Preview

The teacher and students preview the text together to establish a purpose for reading, anticipate what might be learnt, connect the day's topic to past learning, and activate prior knowledge, the teacher and students preview the material together. In this stage, the instructor leads the class in skimming the passage's title, heading, images, charts, and tables. The instructor asks the class to list all of the things they already know about the subject and encourages them to discuss their opinions with one another.

According to Rahman (2016), stated when introducing previewing to students, a teacher could invite them to consider the trailers they have seen at the movies or while reading a novel. By posing questions like "do you know who is going to be in the movie?" and "do you know in what historical period the movie will take place?" the teacher invites pupils to share what they have learned from movie trailers. Next, in order to ascertain (a) what the students already know about the subject and (b) what they anticipate learning from reading the material, the teacher asks them to scan information such as headings, images, and words that are bolded or highlighted.

During Reading: Click and Clunk

During reading, students utilize the Click and Clunk approach to track their comprehension and point out phrases or concepts that are unclear while they read. It clicks when the content makes sense; it clunks when it doesn't. After completing a segment, students apply a variety of fix-up procedures to the unfamiliar words and concepts: (1) read the sentence again with the clunk in it and see if they can deduce the meaning from the surrounding context. (2) Go back over the sentence containing the clunk and the sentences that come before or after, searching for hints that could help identify the clunk. (3) dissect the term to find a root word, suffix, or prefix; (4) search for logical cognates. Students go back to the text and enter the new definition to make sure it makes sense in order to verify the accuracy of the term they have created. following pupils' clunk repairs.

Batubara & Pd (2018) state that state with the aid of the known words, phrases, and sentences (clicks), the students were encouraged to guess the new words, phrases, and sentences (clunks) and use the fix-up procedures to determine their meaning, the strategies include: Read the statement again without the errors to see what makes sense, go back and read the sentence that has the clunks as well as the sentences that

come before and after it again to see what clues the surrounding words form, in order to grasp a word, its form is analyzed based on the prefix and suffix appended to it, to determine the meaning of a word, find its smallest part (without a prefix or suffix).

During Reading: Get the Gist

According to Bermillo & Merto (2022), students gain the ability to "get the gist" by determining the main point of a passage of text (typically a paragraph). The purpose of gaining the gist is to help pupils ensure that they have grasped what they have read by having them restate the main idea in their own words. Get the Gist are used many times while reading the text, after reviewing the text, identifying the click and click sounds, and working on the sound sounds, students begin to identify the main ideas of the specified portions of the text together to demonstrate reading understanding. It is a summary activity that makes students express what they read in their own words without being too detailed. This strategy using a few words to gauge their understanding, this technique helps students clarify the core idea of each or both paragraphs in their own words.

After Reading: Wrap Up

According to Herlisya et al., (2022), there are two parts to Wrap Up. First, the pupils begin by highlighting the key ideas in the text that they have read. Second, based on that knowledge, students formulate various questions and responses. In order to conclude, students formulate and respond to questions like to those posed by teachers regarding the text they have just read, as well as by highlighting the key concepts in the piece. Students highlight the key concepts from the entire part they have read. They also create questions and record them in their learning logs. Finally, they discuss the questions and answers with their group, summarizing and reviewing what they have learned. They can think about "who, what, where, when, why, and how," and they can speculate about what questions a teacher might ask about the text.

Narrative Text

According to Purba (2018), Narrative is the most popular kind of writing since the author merely shares their narrative without any goals in mind. In a narrative, events are placed in time and the story is told in a chronological order that is natural. The reason why the narrative genre is among the most widely read and least understood of all genres is due to its enduring popularity. There is a perception that students write in this genre effortlessly. Unlike some of the other genres, narrative does not have a single basic goal. Beyond its use as a medium for entertainment, narrative also plays a significant social role. Another effective tool for influencing societal attitudes and opinions is narrative.

In other words, narrative text is a type of writing that tells a story or recounts a sequence of events. A narrative's primary goal is to enthrall or educate its audience by narrating a series of related incidents, including people, settings, and storylines. Elliot (2005) in Pardosi et al. (2019) stated narrative (story) in the human sciences should be defined provisionally as discourse with a clear sequential order that connects events in a meaningful way for a definite audience and thus offers insight about the world and or people's experience of it. According to Rebecca (2003) in Defrioka (2014), a narrative text is a text that relates a series of logically and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, of events, and of how they relate.

METHOD

The method that the researcher used was a case study under the qualitative method. This research was conducted at MTs Pembangunan in the 8th grade of the academic year 2023-2024, which is located in Jl. Silliwangi No. 2, Mandirancan, Kuningan. The research participant in this research is an English teacher who taught reading comprehension through CSR in teaching narrative text. In the research process, researchers used observation classroom, interview and document analysis for the research. Regarding the formulation of this research problem, this study will observe the implementation of collaborative strategies in reading teaching and the problems faced by teachers in the classroom. The researcher prepares some questions for interview that are supposed to be answered by the English teacher. After that, it is to know the problems faced by the teacher in the in the teaching learning process in teaching narrative text using collaborative strategic reading. The researcher interviewed the English teacher in 8th grade at MTs Pembangunan. The researcher interviewed the English teacher about the implementation of collaborative strategic learning in teaching narrative text. This research takes documentation from the learning plan for teaching narrative text by using collaborative strategic reading.

Data collection is done through a through a preliminary interview with the English teacher and by class observation and field recording in advance on the first day. Data is collected through understanding checks, field records, class discussions, and independent surveys. At the time of learning English that implements collaborative strategic reading on learning reading comprehension in the genre of narrative text, the researcher will make class observations and field notes on the class taught by the teacher. After that, make an appointment with the teacher for an interview related to the teacher's challenges at the time of implementation of the strategy. Researchers can employ observation, written papers, archives, historical documents, or official records in addition to interviews and observations. The researcher records the process of teaching and learning in the classroom to know the process of learning when the teacher is teaching reading comprehension using CSR on the Narrative Text Genre while making a record and taking a note of what happened during the class carefully and in accordance with what happened. In order to triangulate data, two types of data gathering are used: interviews, observations made in the classroom, and documentation in the form of design lessons or teaching modules. Data on the implementation of collaborative strategic reading in teaching narrative text was gathered through interviews. In this research, the data analysis consists of three kinds of activities, such as data reduction, data display and drawing conclusions. The validity of this research is determined by triangulating data through interviews, class observations and documentation in the form of design lessons or teaching modules. Interviews were conducted to obtain data on the implementation of collaborative strategic reading in teaching narrative text.

FINDINGS AND DISCUSSION

The Implementation of CSR in Teaching Narrative Text

The implementation CSR in teaching narrative text is used 4 steps such as: Before reading that includes preview, during reading that contains click and clunk and get the gist, and after reading that is wrap up (Gani et al. 2016).

Table 1. The results of observation sheet

No	Step		Strategy	Yes	No
			A. Generic Structure		
			Orientation	<input type="checkbox"/>	
			Complication	<input type="checkbox"/>	
			Resolution	<input type="checkbox"/>	
			Re-Orientation	<input type="checkbox"/>	
1.	Before reading	Preview	B. Language Features		
			Specific	<input type="checkbox"/>	
			Action verb	<input type="checkbox"/>	
			Past tense	<input type="checkbox"/>	
			Linking verb	<input type="checkbox"/>	
			Dialogue		
			Descriptive		<input type="checkbox"/>
			First person		<input type="checkbox"/>
				<input type="checkbox"/>	
2.	During reading	Click and Get the gist		<input type="checkbox"/>	
				<input type="checkbox"/>	
3.	After reading	Wrap up		<input type="checkbox"/>	

Before Reading: Preview

Based on the results of the researcher's observations of the teacher, there are several processes performed by the teacher before starting learning in class, such as conditioning the class to create a good learning atmosphere, reading *Basmallah* and reciting the Quran. This is to create a comfortable and conducive learning atmosphere for students, and it is recommended to pray and read *basmallah* to ensure smoothness in the conduct of learning activities and obtain good results. After praying and reciting Al-Qur'an together, the teacher starts the lesson by reminding the students about the material that was presented at the previous meeting. After that, the teacher begins to convey the material that will be taught, the first step is that the teacher divides the students into several groups; after that, the teacher starts learning at the preview step. This step is carried out together with the students. The teacher reviewed a narrative text, starting by explaining the definition, generic structure, language features and types of narrative text, and explaining what the text is that is included in narrative texts. and students participate in reviewing the text by paying attention to what the teacher says when the narrative text is reviewed.

During the research, teachers not only used markers and whiteboards as teaching media, but teachers also used student and teacher handbooks, PowerPoint slides and an LCD projector when teaching narrative texts using CSR strategies. The teacher guided the students to preview the text by looking at material on the slides on the LCD projector; furthermore, it helped students understand the narrative text that was used in the learning. During the text preview, students work together in a short time to see important text features such as titles, subtitles, thickly printed words, charts, graphs, images, etc. The purpose of the preview is to activate the students' previous knowledge and make them understand it. During this time, the teacher walked around and asked each group about their observations, predictions, and questions about the text.

During Reading: Click and Clunk

The reading process is carried out by the teacher when starting learning in class. Based on the results of observations between the researcher and the teacher, the next step that the teacher takes is during In this stage, there are two activities or steps that are carried out. the first is click and clunk and the second is get the gits. After the teacher and students have reviewed the narrative text, the teacher asks students to click and clunk. Students are then asked to discuss with their group friends and mark which parts or texts they have understood in the narrative text; this step is called clicking. After they mark the text or part that they understand, they are asked to discuss it again to mark the part or text that they don't understand. This step is called clunk. After that, they re-note the text and the vocabulary that they have but haven't understood or they mark it using a highlighter or pen. The click and clunk activity is done together with group friends all the time This can minimize the number of students who are not in their group because each student is asked to do click and clunk on the narrative text that they are learning.

From the results of the researcher's observations of teachers performing loud reading activities in the classroom with students, researchers found that at the time of click and clunk activities, interactions, responses, and dialogue occur between teachers and students to help students identify parts of the text that they understand and that they do not understand. By conducting active interaction in the classroom, students are expected to be more active and train skills during the learning process.

During Reading: Get the Gist

After reviewing the text and identifying the clicks and clicks, students begin to be asked by the teacher to do the get-the-gist activity, which is to identify the main ideas of the defined parts of the text together to demonstrate reading comprehension. Understanding a main idea is the first step towards a deeper understanding of the text as a whole. By knowing the core of a text, students can organize and link additional information provided by the author to support or develop the key idea in the narrative text. It is not only the ability to understand texts but also the ability to develop critical, analytical, and reflective thinking skills that are important in learning and everyday life. Getting the Gist is a summary activity that makes students re-express what they read with their own words. By asking the students to write ideas and any points they get from the narrative text, they can more easily understand the important point in the text. Get the Gist is also a re-telling strategy of reading comprehension that allows students to remember important information from the text and its summary, thus strengthening their learning.

After Reading: Wrap Up

In this research, wrap-up is the closing step or final activity in CSR strategy reading, in which the teacher instructs the student to make questions and also answer the questions they get. In this final step, the student collaborates with his group to ask questions and link answers about reading. They can think about "who, what, where, when, why, and how," and they can speculate about what questions teachers or other groups might ask about the text to them. Each group prepares questions fucking stupid pakistan kenya which they understand their answers to be asked by the other group, and all groups must also prepare answers for questions that they will receive from other groups.

This is the final process when the teacher finishes learning in the classroom using the CSR strategy in teaching narrative text. From the observation, the teacher invites the students to actively express their opinions, actively discuss and issue ideas. At the

end of the activity, the teacher asks the students questions related to the narrative text that has already been learned. The process is carried out by the teacher when it is done learning in the classroom to see if the student at least understands what the teacher has delivered about the narrative texts that have been taught using CSR. This process can also invite students to practice making a summary of what they have learned.

From observations carried out by researchers when teachers finished teaching and learning reading using CSR strategies, it was found that teacher guide students to respond by discussing and expressing opinions to their friends about the material they learned. This was done to see if students were able to understand the content of the text based on their understanding after reading the narrative text in groups.

The teacher also guides and supervises students so that they can discuss answers, write their answers down, interact with each other, and express their responses based on the narrative text they learn. This process is conducted so that students can repeat what they have read through discussion and sharing activities among students to discuss what they read in the story, even though there are students who do not fully understand during the learning activities that use this CSR strategy. The findings show that teacher implementation of CSR in teaching narrative text is related to Klingner in Gani et al. (2016), there are general procedures for implementing Collaborative Strategic Reading: before reading: preview, during reading: click and clunk, get the gist, after reading: wrap up.

CONCLUSION

This research focused on the CSR implementation in teaching narrative text in the 8th grade at MTs Pembangunan. The findings from this research reveal that collaborative strategic reading is one of many appropriate reading learning strategies used to teach senior high school students, especially narrative text material. Implementing CSR in text narrative learning can help students better understand the text being taught, and grouping in learning may help students become more active while learning. In this research, it was found that teachers in MTs Pembangunan used four processes in the implementation of CSR in teaching narrative text, such as: before reading: preview; during reading: click and clunk; get the gist; and after reading: wrap up, when applying CSR in teaching narrative text, that is, pre-reading activities. By using CSR strategies, students can better understand the content of the narrative text they are learning, including definitions, generic structure, language features, main ideas and more. This research is expected to be used for English teachers who implemented CSR in teaching narrative text, which is to make it easier for teachers to choose suitable teaching strategies for reading comprehension instruction.

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