Integrating Collaborative Strategic Reading with Learning Logs: an Alternative Method to Develop Reading Comprehension

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Article Info	Abstract
	The present study was the implementation of Collaborative Strategic Reading (CSR) collaborated with learning logs in reading comprehension teaching and learning process. It was used as another method to help students, cooperatively in small group discussion, and was completed with individual learning logs as a reflection. There were four objectives guiding this study; 1) to explain the way CSR collaborated with learning logs is constructed in reading comprehension teaching and learning process, 2) to explain the CSR collaborated with learning logs enhances students' reading comprehension, 3) to explain the effectiveness of CSR collaborated with learning logs to improve reading comprehension teaching and learning process, and 4) to describe the students' perceptions of using CSR collaborate with learning logs in reading comprehension teaching and learning process. This study used action research as a research design. The data were collected by implementing observation, test, and questionnaire. The participants of this study were 39 FITK UIN Walisongo students consisting of 30 female students and 9 male students as the informants, and one college as an observer. The data of this study were classified and analyzed qualitatively and quantitatively. The result of the study showed that there were a significant difference in the result of pre-test and post test. The average achievement in pre-test was 68, 30 (fair category) while in post-test was 75.69 (good category). The implementation of this strategy was positive as it was shown in the students' perception related to the students' observation sheets and the teacher's observation sheet. Therefore, it can be concluded that this strategy, collaborated CSR with learning logs is a wonderful and beneficial alternative method in reading comprehension.

INTRODUCTION

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered (McNamara, 2007, pp. 3-4). Comprehending a text means to understand it through many components such as, words, sentences, and noun referents. Then, by using prior knowledge, someone distinguishes the new information in the text with his previous knowledge. It means that he or she needs to use a certain strategy of reading as it stated that a successful reader implements deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact.

However, there are many problems in reading comprehension. Klinger, Vaughn & Boardman (1999, pp. 3-4) presents instructional techniques and activities of the instructional practices suggested for poor readers from how to assess reading comprehension to teaching students, and how to flexibly and effectively use multiple comprehension strategies. In addition, teaching content must be along with those strategies. Charmot & O'Malley (1994) mention four reasons of teaching reading comprehension in the content area rather than in isolation because content provides students with an opportunity to develop important knowledge in different subject are; students are able to practice the language functions and skills needed to understand, discuss, read about, and write about the concept developed; many students are more highly motivated to learn when they are learning content rather than isolated language skills; content provides meaningful context for teaching learning strategies. Based on the categories and content area in learning reading comprehension, collaborative strategic reading (CSR) may be one of the strategies to be applied in the area related to the writing about the concept, learning logs.

CSR is a collaborative comprehension strategy instruction proposed by Klingner (1998, pp.3). The principles of small group peer-led discussions and comprehension strategy instruction is primarily demanded, especially reciprocal teaching. In reciprocal teaching all of the participants is hold in prominent place to participate actively since it is a scaffold discussion technique used four strategies in reading comprehension, those are predicting, questioning, clarifying and summarizing (Palinsar & Brown 1984 in Oczkus (2010, pp.2). By using CSR it is highly expected that each students will participate actively in their group. With CSR, students learn to use comprehension strategies that support their understanding of expository text (Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Klingner & Vaughn, 1999). in CSR the teacher presents the strategies to the whole class using modelling, role playing, and teacher thinks-aloud before asking them to cooperative in their small learning groups (Johnson & Johnson, 1989; Kagan, 1991; Klinger, Vaughn & Boardman, 2007). Each student has to perform a defined role, hence, all students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text. CSR has been mixed with other instructional strategies such as cooperative learning (Klingner &Vaughn, 1999; Bremmer, Vaughn & Kim, 2002) and others. That is why it helps students to develop their reading comprehension (Palincsar & Brown, 1984; Yen Chi Fan, 2009).

As stated above, CSR may be combined with other strategies or media. To foster the students' abilities in getting knowledge from the text they have read, it is advisable to use a reflection such as writing a journal or learning logs that can be used to develop their deeper understanding of the text. As one of journal's types, learning logs is considered as a good way to activate the learners to make their personal sense of their experience as well as to build connection between what they have known and new ideas they encountered. This statement was also stated by Beth Hurst(2005) that learning logs, or reading response logs,

have long been established as an effective reading strategy that helps students learn from text. Furthermore, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement (Klinger & Vaughn, 1998, pp. 37). In this study, CSR collaborated with learning logs can be used as an alternative method to improve students' reading comprehension in teaching and learning process.

CSR collaborated with learning logs are an alternative method in enhancing learners' reading comprehension to motivate them developing their competence in reading comprehension. It is a kind a reading strategy which activates students' involvement in classroom activity and as a reflection for both learners and teacher. This study focused on the implementation of CSR in reading comprehension by using different assigned roles for students (preview, click and clunk, get the gist and wrap-up). Learning logs, then, can be used as a reflection for students to think about what they have read. CSR collaborated with learning logs as reflective activities can improve learning in a number of ways, such as helping students to identify what they have learned and the areas in which they need to improve; allowing students to see learning patterns and preferences; documenting students reflections on their progress, problems encountered and ways that they might resolve them; documenting students' activities so that notes can be readily accessed for future study; requiring students to organize their learning; enabling students to write down questions for their teachers, and allow students to communicate their responses in ways that they feel comfortable (Richard, 1994).

Furthermore, to support the reading comprehension achievement, there are many studies relate with reading comprehension strategy, CSR, learning logs, and reflective teaching such as followed:

Safitri & Faridi (2017), studied about the cooperative teaching and learning English as a foreign language since for the reason that the

awareness its principle is important to repair strategies as reinforcement in classroom interaction. Setiananingrum & Saleh (2016) stated the using the interaction analysis, the patterns of classroom interaction can be observed that the teacher would know the classroom atmosphere and develop his teaching skill and method to create an effective teaching and learning process is. Faridi (2010) also stated that it is important for teachers to design a model and evaluating it in teaching and learning process. It implies that it is necessary for teacher to understand the students' perception, and also their achievement (Riyadh & Faridi, 2017). To support the implementation of the strategy used in class, the implementation of cooperative learning can be used as a learning technique (Yuliasri, 2012). Mujiyanto (2015, 2016) also promoted the using of reading texts used in teaching and learning process by comparing the readability levels with the reasons for such existences and well as levels of equivalence.

All of the above considerations forced the writer to arrange the purpose of the study. The main purposes of this study are, firstly, to investigate the way of implementing CSR collaborated with learning logs in reading comprehension teaching and learning process as an alternative method in a UIN Walisongo Semarang as university context. Secondly, this study focused not only on its effectiveness in regard to reading comprehension in higher education but also on the process of how learners help each other to comprehend the on-going text. Thirdly, this study attempts to provide in-depth insights into students' perceptions to investigate possible strengths and problems with its implementation in an EFL university context.

METHODS

This study used action research as a research design. It was used a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or

problems (Kumar, 2001, p.109). The action research, a classroom-based research, was used to reflect upon and evolve the researcher in the teaching and learning process as stated by Chamot, et al (2011, p.1) that the researcher can be as a teacher who teaches the students in the class. There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action). This research was conducted to use self-reflective enquiry which was written in a learning logs, and to find out to rationality and justification of better educational practices for the reason to make better teaching and learning practices of a social situation with the view to improving the quality of the action in it (Elliott, 1991, p.69). Due to the implementation of teaching and learning strategies in reading comprehension class, and the writer is as lecturer and a researcher, collaborates this research with some English lecturers.

The subject of the study as the participant of the research is the students who take English 2, Reading Comprehension. There are 39 students as the subjects of the research. The participants are the students of UIN Walisongo Semarang which have different social and knowledge backgrounds which spread in the five different characteristic faculties. The five faculties in UIN Walisongo are Faculty education and Teacher Training; Faculty of Islamic Theology and Humanities; Faculty of Islamic Law; Faculty of Islamic Economy and Banking; and Faculty of Islamic Dakwah.

The methods to collect the data are documentation, observation, test and questionnaire. Documentation is a searching the data in the form of note, book, news paper, magazine, etc. This method is used to obtain data related to this research. Those documents included students' name and documentation of teaching and learning process of classroom action research. Observation is used to collect the data about teaching and learning process before applying and in the applying the

intended strategies (CSR and learning logs). In this classroom observation the objects of observation are students' activities in learning reading comprehension using CSR followed by learning log and teacher's activities in applying CSR. The teacher's and students' observation check list are employed to get the information about the implementation of CSR strategy collaborated with learning logs. There are two kinds of tests, pre-test and post-test. Pre-test is used to know the students' achievement before applying the intended strategies (CSR and learning logs). Both pre-test and post-test are in the form of objective reading comprehension test. Questionnaire sheet is given to the students to know their perceptions about the implementation of CSR collaborated with learning logs. The information is about the students general perceptions of CSR collaborated with learning logs, the student's perceptions of the implementation procedures of CSR collaborated with learning logs, and the impact of CSR collaborated with learning logs in learning English.

In analyzing the data, data of pre- test, post-test and questionnaire are analyzed using quantitative analysis. Quantitative data could be found through conducting test. The researcher analyzed data by using statistical analysis to know whether the students' ability in reading comprehension is increased or not. It is stressed on students' reading comprehension after being taught CSR strategies and students' learning logs to find out that the using of learning logs is significant or not. After collecting the data, the researcher analyzed it. In scoring of the dictation test, the researcher used mean formula.

RESUTS AND DISCUSSSION

The pre-test was conducted after the 3th meeting as reading comprehension daily assessment. If there the average of the students score is below the criteria of the success and the journal reflection indicates the low motivation and participation actively in class it shows a problem, that by using the previous

strategies used by the lecturer, the students need a length of time in understanding the reading text.

The average score of students is 68, 30 (fair category). It is still fat from the parameter of success that is on good category (interval score 70-89) is 75 of average. From the interval score, it can be seen that there are 6 of students get the good category or 15.4 % and, there are 33 students who got the fair category or 84.6%. And based on the parameter of success, the students who got the good score should be in 95 %. It can be described that the individual ability on reading comprehension is fairly good, but the researcher has a confidence that there would be an improvement in reading comprehension ability if they got a special treatment by applying a certain strategy that is implementing CSR collaborated with learning logs.

The reflective teaching journals, it can be assumed that there were some students who still stood out from the materials given by the teacher for the reasons that they had low motivations in learning English. Some of the students tried hard to concentrate with the lesson, but they were disturbed by the others who did not pay any attention to the lesson. This situation has made the researcher strengthen her intention to introduce that strategy to improve their reading comprehension ability.

Cycle 1

Cycle 1 was the preliminary action of reading comprehension strategy which was terminated by learning logs. It was used as one of the alternative methods to enhance reading comprehension activities in class. This cycle was done to improve and to solve the problems in the process of reading comprehension activity shown by the test and non- test.

The cycle was begun by planning the activity. The plan was arranged based on the result of the pre-test and the journal reflection. To know whether the strategy run well or not it was arranged the table of observation to figure out the students' activities in the reading class. The test instrument was also prepared to measure their achievement. Beside that a lesson plan and learning logs' sheet were prepared for conducting the class that make the teacher easy to apply the strategy to students. Since the classes was taught by the teachers themselves, the researcher introduced the way how to implement the reading comprehension class using CSR collaborated with learning logs.

In acting stage, the teacher employed certain strategy; collaborative strategic reading collaborated with learning logs, to find out the intensive and conducive process reading activity process. In the last step of the process, learning logs was used as an alternative method in reading comprehension teaching and learning to find out the intensive and conducive process of writing learning logs.

Observing stage is to find out the development of the process of CSR and learning logs. All of the steps was applied , and the results of the students' learning process after using CSR collaborated with learning logs are as followed: 1) the intensive process of collaborative strategic reading to motivate them in reading activity has a frequency of 30 or 76.9 %, 2) the conducive process of students' discussions in the reading activity to find out the correct answers has a frequency 25 or 64,1%, 3) the intensive writing process of learning logs after the reading activity has a frequency 27 or 69. 2%, 4) the conducive process of writing learning logs after the reading activity has a frequency 25 or 64.1%, and 5) the reflective establishment after the reading activity to find out students' weaknesses has a frequency 28 or 71.7%.

On the other hand, the results of the students' behaviours after the reading process using CSR collaborated with learning logs are as followed: 6) students' actively participations has a frequency 30 or 76.9%, 7) students' enthusiastic in participating the reading process has a frequency 25 or 64.1%, 8) students' confidence in communication has a frequency 27 or 69.2%, 9) students' enthusiastic in participating learning logs 25 or 64.1%, and 10) students confidence in developing their reading comprehension skills is 28 or 71.7%. From the teacher observation sheets, it can be described that the teacher completeness in implementing SCR collaborated with learning logs is fairly good in

before reading (preview), during reading (click and clunk, and get the gist) , and after reading (wrap-up and writing learning logs). Then to know process of the strategy, it is observed in the teacher behaviour in applying CSR collaborated with learning logs such as in planning and organizing class and material mastery were good. But in active teaching and learning strategy, media, and evaluation were fairly good, and follow up conducting learning logs was good.

From the illustration in acting which described in observing of how CSR was implemented followed by writing learning logs by students, it can be concluded that there was an improvement of students' reading comprehension ability which was shown by the test. Based on the criteria of success, however, the result of the cycle 1 score is far from satisfactory that the average of the score is 71.28 and the interval score in 70-89 is 84.6%. . From the students' observation sheets, it can be described that most of them tried to participate actively in the learning process and have positive perception in the strategy.

In reflecting, as the last stage, teacher made reflection in the form of teacher diary. It is shown that the discussion process conducted by students to comprehend the text given using CSR strategy in their small group discussion did not run smoothly in the first meeting of the first cycle since it was the new one, but for the next meeting it ran well that most of the students participated in discussion process. They also tried hard to present the result of discussing guided by CSR steps. There were good communication among students and between teacher and students in the reflection process in before the closing meeting. They wrote their learning logs a minute before the lesson finished enthusiastically.

Cycle 2

Cycle 2 was done to improve the students' ability in reading comprehension as stated in the criteria of success as shown in the reflection cycle 1. The plan was arranged as in the previous cycle. Student's observation sheet, teacher observation sheet, reading comprehension test, journal reflection, a lesson plan and learning logs' sheet were prepared for conducting the class in cycle 2 that make the teacher easy to apply the strategy.

In acting stage, it was conducted by using CSR collaborated with learning logs, to find out the intensive and conducive process reading activity process and the improvement of students' ability in reading comprehension. A few minutes before the class finished, learning logs was used as an alternative method in reading comprehension teaching and learning to find out the intensive and conducive process of writing learning logs. Furthermore the students should have different duties in their small group discussion as they have done in the two previous meetings.

Then to find out the development of the process of CSR and learning logs in cycle 2 there is an observation. In this cycle, the results of the students' learning process after using CSR collaborated with learning logs are as followed: 1) the intensive process of collaborative strategic reading to motivate them in reading activity has a frequency of 35 or 89.7%, 2) the conducive process of students' discussions in the reading activity to find out the correct answers has a frequency 30 or 76.9 %, 3) the intensive writing process of learning logs after the reading activity has a frequency 32 or 82.2%, 4) the conducive process of writing learning logs after the reading activity has a frequency 30 or 76.9 %, and 5) the reflective establishment after the reading activity to find out students' weaknesses has a frequency 35 or 89.7 %.

The results of the students' behaviours after the reading process using CSR collaborated with learning logs are as followed: 6) students' actively participations has a frequency 39 or 100 %, 7) students' enthusiastic in participating the reading process has a frequency 35 or 89.7 %, 8) students' confidence in communication has a frequency 35 or 89.7 %, 9) students' enthusiastic in participating learning logs 35 or 89.7 %, and 10) students confidence in developing their reading comprehension skills is 35 or 89.7 %.

From the teacher observation sheets, it can be described that the teacher completeness in implementing SCR collaborated with learning logs is fairly good in before reading (preview), during reading (click and clunk, and get the gist) , and after reading (wrap-up and writing learning logs). Then to know process of the

strategy, it is observed in the teacher behaviour in applying CSR collaborated with learning logs such as in planning and organizing class and material mastery were good. But in active teaching and learning strategy, media, and evaluation were fairly good, and follow up conducting learning logs was good.

From the illustration in acting which described in observing of how CSR was implemented followed by writing learning logs by students, it can be concluded that there was an improvement of students' reading comprehension ability which was shown by the test. Based on the criteria of success, however, the result of the cycle 2 score is satisfactory enough that the average of the score is 72. 82 and the interval score in 70-89 is 100 %. From the students' observation sheets, it can be described that most of them tried to participate actively in the learning process and have positive perception in the strategy. The questionnaire given to the students after cycle 2 gives information that shown in frequency and percentage of each item that the students general perception of CSR collaborated with learning logs, students' perception in implementation of the strategy and the impact of the strategy in learning English is more than 80 % .

The teacher reflection in this cycle is shown that the discussion process conducted by students to comprehend the text given using CSR strategy in their small group discussion ran smoothly that most of the students participated in discussion process. They had been familiar with the strategy. The circumstances in the learning process was better than the previous one that they tried hard to present the result of discussing guided by CSR steps, good communications among students and between teacher and students in the reflection process in before the closing meeting. They either wrote their learning logs a minute before the lesson finished enthusiastically.

The last test which was given to the students was the Post-test to find out the effectiveness of this strategy compared with the result of pre-test. Based on the criteria of success, the result of the cycle 1 score is satisfactory that the average of the score is 75.69 and the interval score in 70-89 is 100 %. . Some of the students got A that it can

be implied that most of them had a better motivation than before in learning English texts. From the students' observation sheets, it can be described that most of them tried to participate actively in the learning process and have positive perception in the strategy.

The questionnaire given after the research describes that the students' perceptions of the using of CSR collaborated with learning logs in reading comprehension teaching and learning process are better than before. In general perception, most of them tell that this strategy makes them to be actively participating in class, and motivate them to find out the new things. It also helps them to do the reading assignment that the impact of this strategy is useful to motivate them learning English.

The result of analysing the data from teacher's diary, students' learning logs, questionnaire, and students' reading comprehension tests it is found that CSR collaborated with learning logs can help and motivate students to activate their prior knowledge and force them to participate actively in their small group discussions. The questionnaire enables the teacher to describe that the using of CSR in the teaching and learning process make them comprehend in details about the text.

CONCLUSION

This study has explained in details the findings and discussions of the research with the conclusion that the using of Collaborative Strategic Reading (CSR) could develop reading comprehension skill. Based on the data analysis from teacher' diary, students' learning logs, and students' reading comprehension tests that CSR helped students to activate their knowledge and force them to be actively participate in the small group discussion. Furthermore, there were questionnaires and semi-structured interview that enabled the lecturer to describe that the using of CSR in the teaching and learning process made students to comprehend in details about the text. It also

gave a chance for students to change their habits in learning English from traditional method to be the modern ones using CSR.

This study was done and managed to as well to overcome students' difficulties in reading comprehension, but the dual role as a teacher and as a researcher implies the weaknesses of this study such as the time and energy consuming, objectivity, and students declined to teachers in the process of this research. However, because of the busy situation in observing, monitoring the group work, answering questions and providing assistance when it was necessary, the researcher did not managed to write down the reflection in details occurring at the research site. But she has tried to minimize it by doing it as fairly as possible. That is why the recalling of any particular issues or specific behaviours noticed during CSR group work was not able to be done.

Due to the single measure of reading comprehension to determine the improvement of reading ability seems not to be sufficient. Therefore, a wider range of assessment methods would be better for the investigation of students' reading abilities to make this study be more valid.

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