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_ BUILDING READING HABIT THROUGH IMPLEMENTING COLLABORATIVE STRATEGIC

READING (CSR) 1Abdullah Muntafidz, 2 Khoiriyah, 3Suhartono English Education

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Abstract: Reading comprehension is a dynamic method of interpreting language, including word meaning, implied meaning literal meanin, etc.

Thus, if students want to be good readers they should concentrate on what they have learned. they must use the relevant reading material, use the right techniques to develop skills and keep up a positive attitude. In addition, understanding the text isn't as simple as rolling the palm of the hand, many problems often face while reading like: difficult to understand English text, difficult to find the main idea, feeling bored in understanding a text, less motivation.

Knowing these problems, students need to build a positive atmosphere in learning reading and need teacher's suport to make it easier for them to understand the text and enjoy reading, the students can use various techniques, one of them is Collaborative Strategic Reading (CSR). The collaborative reading strategy includes students work in small groups, and each student will apply the following reading strategies: preview, click & clunk, get the gist and wrap up.

In this article, the writer wants to explain several terms, they are: Building Reading Habit Through Implementing Collaborative strategic Reading (CSR). Furthermore, this article wants to discuss about Concept of Reading Comprehension, Collaborative Strategies Reading (CSR), Steps in Collaborative Strategic Reading (CSR).

Keywords: Collaborative Strategic Reading, Reading Comprehension

INTRODUCTION Reading is understand and know information and build the meaning of what the readers read from the written text. Reading is also receiving information from the readers. By reading reader will get what the author means by the text. Khoiriyah (2016:5) stated that Reading is a way to communicate between writer and reader to share information and ideas in written form.

Reading is one of language's skills which are a necessary to learn. Reading without comprehension is useless because reading comprehension is a process of interaction that occurs between the reader and the text in a reading event. Alyousef (2006:63) argues that Reading comprehension could be combine distinguishing proof and interpretation skills.

It implies that reading comprehension could be a composite of recognizable proof and translating aptitudes to get it content. Activities or reading that emphasizes the skills and mastering content reading that has been read. Readers must be able to master and understand the text what they read, because this part must be shown in each reading movement of understanding.

But understanding the text isn't as simple as rolling the palm of the hand, many of the problems students often face while reading like: difficult to understand English text, Several times they difficult to find the main idea or unfamiliar word or new vocabulary, Another problem are feeling bored in understanding a text, less motivation also they don't have good reading habits and don't know how to understand the text.

According to Nurul Hidayah (2014) in her thesis about "The Correlation between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year", she said that readers get difficulty to understand and to respond about the reading material. It happens because they have limit.English reading habit.

Knowing these problems, students need to build a positive atmosphere in learning to understand reading, with the support of the teacher to make it easier for them to understand the text and enjoy reading. The students can use various techniques, one of them is Collaborative Strategic Reading (CSR). The writer wants to try to solve their difficulties by using Collaborative Strategic Reading (CSR). There are several studies about CSR in reading comprehension.

According to Rosalina (2014) in her research entitled "The influence of Collaborative Strategies Reading (CSR) Techniques on Students achievement in Reading Comprehension of Narrative text", it is found that CSR techniques has an influence on

high school student achievement in reading narrative text comprehension. Nurhayati (2018) also found that CSR has a lot of benefits because it not only improves reading comprehension but can also make them sociable and active in learning to read, and dare to ask good questions with teachers or with other students.

Hermawan (2016) said Collaborative Strategic Reading (CSR) is really appropriate in teaching reading comprehension and building vocabulary and also working together cooperatively. NATURE OF READING COMPREHENSION Reading could be a process of reconstructing ideas or ideas contained during a text / writing still as information that was conceived by the author. According to Sutari (2013:12), reading is a process of getting the meaning of something written of printed by interpreting its characters or symbols.

It means their good comprehension of the lesson in class depends on how well they understand what they are reading. In addition, Khoiriyah (2016:7) explains reading is an active and interactive process to get or to understand ideas, which are symbolized by written or printed language as a piece of communication and uses background knowledge and experience to carry out specific goals.

Understanding of reading may be a reader action that tries to get it the substance of the reading / content as entirety. Reading comprehension is a practice that seeks to acquire knowledge that is intended to get an understanding of what is being read from a text, since the function of reading is to know itself, students may be called successful readers, because they can clearly understand the text.

Reading comprehension is not just reading with a noisily voice however also establishing to comprehend signify the word, sentences, and passage sense relationship among the thoughts (Hornby, 1998). In line with, this view to Khoiriyah (2016) reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the word, and knowledge about given topic.

According to Klingner (2007:2), reading comprehension as the practice of producing context by combining a number of specific structures that combine word learning, word and world knowledge, and fluency. In addition, Caldwell, & Schult (2008: 5) said comprehension is not a simple, confederal activity. It starts by converting words to meaning in the mind on the page, recognizing individual words using memory and knowledge of letter and sound patterns, matching the resulting pronunciations into meanings, and finally translating those words into groups of ideas.

Based on the above principles, it can be concluded that reading comprehension is a

necessary skill as it can include a word's context, prior knowledge, and express ideas in the text. CONCEPT OF COLLABORATIVE READING STRATEGIES (CSR) AND ITS STAGES Collaborative Strategic Reading is a teaching strategy or technique to improve students' abilities in reading comprehension the basis is discussion so, students will be divided into groups of five people, then each student has different role in the discussion.

Collaborative Strategic Reading may be a reading learning strategy developed by Klinger & Vaughn and may be a combination with an altered Complementary Educating technique created by Palinscar & Brown and Agreeable Learning created by Johnson & Johnson (Abidin&Riswanto, 2012). On the other side, Bremer et al in Ikhwanudin (2019) states that Collaborative Strategic Reading (CSR) is reading comprehension hones that combine two bearings portion (a) modified complementary educating, and pleasing learning or understudy mixing.

In this articulation complementary educating means educator and understudy are working together in summarizing, tending to, clarifying, and predicting reading materials. The aim of CSR itself is to make the steps of reading comprehension and enhance conceptual learning in a way that maximizes student understanding. Click & Clunk are self- monitoring strategy which controls their understanding almost words, concepts and ideas that they know or don't know or got to get it more about. In Get the Gist, students recognize the most thoughts from reading to affirm their understanding of the information.

Wrap Up provides students with an opportunity to apply metacognitive strategies (plan, monitor and evaluate) for further extend comprehension (Elkaumy, 2004 in Abidin&Riswanto: 2012). ADVANTAGES OF USING COLLABORATIVE STRATEGIC READING CSR IN READING COMPREHENSION According to Vaughn & Klinger (1998), the benefits of CSR technique that we may get from each stage in were as take after: 1) Previewing : The reason of preview is to propel the students intrigued on what they're reading.

2) Click and clunk : The purpose of click and clunk is to teach students to monitor what they're reading and to think about information in the text. 3) Get the Gist : The reason of get their significance is to educate students how to decide the most thought of each entry. 4) Wrap up : The reason of wrapping up is like seeing that it happens as it is once amid the method, but diverse since it is at the conclusion of reading at the content instead of at the starting. In the mean time, Klinger, et al. (2004:292) states his thought around CSR which it too can be included as the preferences of CSR.

They are as takes after; 1. Collaborative Strategic Reading (CSR) was a learning

procedure sketched out to assist reading comprehension for understudies with perusing, learning, and behavior issues included in common instruction classrooms. 2. CSR was designed to discuss three winning instructive problems: a.

How to sufficient join battling peruser, English dialect learners (ELL) and understudies with perusing incapacities in text-related learning. b. How to improve students reading comprehension. c. How to give openings for reading opportunities, English dialect learners and understudies with perusing incapacities to associated reasonably with peer and progress their accomplishment. (Vaughn & Klingner 1999).

As explained by Abidin & Riswanto, the principle of this technique involves students in small collective groups (3-5), and follows four measures: Preview, Click & Clunk, Get the Gist and Wrap up. These interventions also have their own advantages for example, 1) inspire students to be interested in what they are reading, 2) educate students to record what they are studying and learn about the information in the text, and 3) teach students how to focus on the main concept of and chapter.

Here the CSR steps for Strategic Reading according Klingner and Vaughn in Ikhwanudin (2019): Before reading 1. Preview a. Brainstorm: What do we as of now know approximately the subject? b. Foresee: what do we think we are going learn approximately the subject when we perused the passage? R E A D (the first passage or section) During Reading 2.

Click and Clunk a. Were there are any parts that we difficult to get it (clunks)? b. How can we settle the clunks? Utilize fix-up procedures 1. Reread the sentence and look for key ideas to help you understand the word. 2. Reread the sentence with the clunk and the sentence before or after the clunk looking for clues. 3. Search for a prefix or postfix within the words 4.

Break the word separated and seek for littler words. 3. Get the Gist a. What is the most important person, place, or thing? b. What is the most important idea about the person, place, or thing? R E A D (do steps 2 and 3 again, with all the paragraphs or section in the passage) After Reading 4. Wrap up a.

Inquire questions: what questions would appear we get it the foremost vital data? What are the answers to those questions? EXAMPLE OF IMPLEMENTING CSR IN READING COMPREHENSION In reading class, teacher and students can apply the example of CSR based on the following techniques. According to Klinger et. al. (2007:144-146), the CSR reading strategies incorporate the following: 1: Preview At this stage it can be done by looking at pictures or supporting illustrations, understanding the title of the text

predicting the contents of the reading text etc.

This activity aims to raise students' prior knowledge about the example of readings text below: Cinderella _ Once upon a time, there was a youthful young lady named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and awful tempered. They treated Cinderella exceptionally gravely.

Her step mother made Cinderella do the hardest works within the house; such as cleaning the floor, cleaning the pot and dish and planning the nourishment for the family. The two step sisters, on the other hand, did not work almost the house. Their mother gave them numerous good looking dresses to wear. One day, the two step sisters gotten an welcome to the ball that the king's child was aiming to provide at the royal residence.

They were energized around this and went through so much time choosing the dresses they would wear. At final, the day of the ball came, and absent went the sisters to it. Cinderella may not offer assistance crying after they had left. "Why are crying, Cinderella?" a voice inquired.

She looked up and saw her pixie back up parent standing adjacent to her, "because I need so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining young lady that I am attending to see simply do go to the ball". Mystically, the pixie adoptive parent changed a pumpkin into a fine coach and mice into a coachman and two footmen.

Her adoptive parent tapped Cinderella's seethed dress with her wand, and it got to be a lovely ball outfit. At that point she gave her a combine of lovely glass shoes. "Now, Cinderella", she said; "You must take off some time recently midnight". At that point absent she drove in her wonderful coach. Cinderella was having a magnificently great time. She moved once more and once more with the king's child.

Abruptly the clock started to strike twelve, she ran toward the entryway as rapidly as she might. In her rush, one of her glass shoe was cleared out behind. A few days afterward, the king' child broadcasted that he would wed the young lady whose feet fitted the glass shoe. Her step sisters attempted on the shoe but it was as well little for them, no matter how difficult they pressed their toes into it.

Within the conclusion, the king's page let Cinderella attempt on the shoe. She stuck out her foot and the page slipped the shoe on. It fitted impeccably. Finally, she was driven to

the royal residence. The king's child was thrilled to see her once more. They were hitched and live joyfully ever after. _ _Adapted from <https://freeenglishcourse.info/cinderella-story-the-clearest-example-of-narrative-text/>
Introduce previewing to students by asking them whether they have ever been to the story and seen previews.

Prompt students to tell you what they learn from previews by asking questions like the following: a. Do you learn who is going to be in the story? b. Do you have questions about what more you would like to know about the story? c. Do you learn whether or not you might like the story? 2: Click and clunk Students use the process of click and clunk to check their comprehension of content and to distinguish when they have breakdowns in understanding.

Clicks allude to parcels of the substance that make sense to the peruser or when the understudies comprehend the information inside the substance. When students to a word, concept, or thought that doesn't make sense, it's called "Clunk" - understanding is broken. For illustration, when students do not know the meaning of a word, it could be a sound.

Many students read and study but still come up short to screen their understanding when they studied. Click and clunking is planned to educate students to pay consideration when they understand - or come up short to get it - what they read or what is being studied to them.

Furthermore, at this stage, students read the contents of the text more carefully and carefully then mark them with klik if the students know the meaning of the sentence / content of each paragraph. This can be done by writing or not so that students can easily discuss the example of the story. After that students are asked to discuss with the theme about klik and clunk that they have gotten so that the teacher can help students with clunk problems.

3: Get the gist After doing the klik and clunk students are asked to return the main ideas of each paragraph with their own words. Which aims to decide students' understanding of reading. Students learn to "get the gist" by recognizing the most important idea in a segment of content (ordinarily in a paragraph).

Getting the significance means that students can able to state the most thought of passage or cluster of paragraphs in their claim words as adequately as conceivable. This strategy can make strides students' understanding and memory of what they have learned. When teacher teaches students to "get the gist," provoke them to find the most

important who or what within the paragraph, at that point to recognize the most important data they read about who or what they have fair read.

Teacher teaches students to supply the essence in as few words as conceivable where conveying the most meaning, taking off out subtle elements. 4: Wrap- up In this section, students learn to wrap-up by concluding questions and answers about what they have learned and reviewed key ideas. This purpose is to improve student knowledge, student understanding, and student memory of what they have read and learn.

They will build questions that ask about important information on the part they just read. The best way to complete learning is to tell students use the beginning of the following questions to start their questions: who, what, when, where, why and how (5 Wh and H).

It could be awesome thought to tell understudies to suppose they are instructors and to think of questions they would inquire on a test to find out for when their understudies truly caught on what they had examined. Other understudies need to endeavor to reply the questions. On the off-chance that an address cannot be answered, that might brutal it isn't a good address and should be clarified.

Instructor instrument understudies to inquire a few questions around data that's expressed unequivocally inside the segment and other questions that require answer not appropriate inside the section, but "in your head." Teachers engage understudies to inquire questions that incorporate higher-level considering capacities, rather than demanding audit.

To check understudies compose down the first imperative considerations they learned from the day's perusing assignment in their csr. They at that point take turn sharing what they learned with the course. Various understudies can share their best thought in a brief period, giving the teacher with critical data almost each student's level of understanding.

CONCLUSION Based on the explanation above CSR has many benefits for students in reading comprehension, but there are many students still have problems in reading comprehension like: Difficult in understanding the content, difficult to discover implicit and express meaning, problems to search for the meaning of new word or new lexicon. Another issue is that they do not have great reading habits and do not know how to examined it can offer help them get it the content.

With this, students must find techniques that are suitable in reading comprehension to

overcome problems that are often experienced by students, by choosing collaborative strategic reading that can advance the education of reading learning which consists of four steps, namely: Preview, click and clunk, get the gist, wrap up. REFERENCES Abidin, M. J. Z. & Riswanto. (2012). Collaborative strategic reading (CSR) within cognitive and metacognitive strategies perspectives.

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