

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This Chapter presents the research process conducted in Cycles I and II, the results of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. The quantitative data obtained during the research to support the qualitative data are also reviewed.

#### **A. Research Finding**

##### **1. Reconnaissance**

In this step, some activities to find the field problems were conducted. First, some observations concerning the English teaching and learning process of class X.5 of SMA N 6 Yogyakarta were done. Second, the English teacher and the students were interviewed to get some input about the weaknesses and suggestions related to the English teaching and learning process.

##### **a. Identification of the Field Problems**

The finding of the problems was based on the observations, results of interviews, and a questionnaire. The researcher did the observations on July 17<sup>th</sup> and 19<sup>th</sup> 2013 in the classroom of X.5. The observation to identify the problems can be seen in the following vignette.

It was 7.15 a.m. The teaching and learning process at SMA N 6 Yogyakarta was about to start. The English teacher and the researcher prepared themselves to go to class X.5. When the teacher arrived to the class, the students were still noisy and were not ready for the class. Some of them were still not on their seat. After all of them were on their seats, the teacher greeted them, asked the captain of the class to lead the prayer, and checked their attendance.

Then, he introduced the researcher to them, informing that the researcher would conduct a research in their class. **After that, he asked them to open their only course book that was used in every meeting of the teaching and learning process.** It was about a narrative text. He asked the students the kinds of text that was categorized as narrative texts. Some of them mentioned myth, legend, and fable, but the others kept silent. Then, the teacher explained the generic structure of narrative. After that, he led the students to move on to a short narrative text. He asked one of the students to read the text aloud. After that, he gave the students time to answer the questions related to the text. He wrote some sentences of the text on the white board while awaiting them finished the questions. Then, he made sure that the students answered all questions by asking the class the answer for each question. **There were only three students who answered the questions, while the others were silent because they confused with the text. They also found difficulty when there was a question about the main idea of the text. They needed more time to think. Some students asked the teacher the meaning of some words and sentences in Bahasa Indonesia.** Then, the teacher helped the students by translating them into Bahasa Indonesia. Because of the limitation of time, the teacher did not give the students chance to look for their meanings in the dictionary. Finally, the students answered all of the questions by the teacher's assistance.

After all of the questions were answered, the teacher checked the students understanding towards the text by asking them to translate the sentences he wrote on the white board into Bahasa Indonesia. **He asked the students to do this activity individually as usual.** He called the students randomly to write the translation of the sentences on the white board. In this section, the situation in the classroom changed. **Some class behaviors appeared. Some students had a talk with their friends. Some of them looked very sleepy. The others looked bored, were busy with their hand phone, and browsed the internet. The students who paid attention to the task were only some of them who were called by the teacher to do the task in front of the class. The others did not pay attention to the task and did not help their friends.** The students who were called to do the task looked busy with a dictionary and *Google Translate* without any assistance.

As the class became noisy, the teacher warned the students to keep silent and to pay attention to their friends who did the task in front of the class. However, it did not work. They were still noisy and did not pay attention. After all sentences on the white board were translated into Bahasa Indonesia, the teacher asked all students to think about their friends' sentences. In this section, the class became silent because the students did not pay attention to their friends who did the task. **When the teacher asked the students to correct their friends' sentences, some of them looked unmotivated to do his instruction. Some of them were silent and some of them said "nggak tahu artinya, Pak."** Then, the teacher repeated the sentence while waiting for the students to correct it. It did not take a long time. Two of them tried to correct it. The other sentences were corrected by the teacher.

He erased the incorrect translation on the white board, then, he asked the students to think about the correct sentence while writing it on the white board. In this section, the class became noisy again because the time was nearly up. (FN-1/July 17<sup>th</sup> 2013)

After conducting the observation, the researcher interviewed some students related to the teaching and learning process (see: Appendix B/ Interview Transcript 1-3) to find the information to support the identification of the problems. There were also some discussions with the collaborator concerning the teaching and learning process. Based on the observations, interviews, and pre-test scores, there were several problems found during the teaching and learning process. The field problems occurred during the teaching and learning process can be seen in the table below.

**Table 2. Field Problems in the English Teaching and Learning Process of Class X.5 of SMA N 6 Yogyakarta**

| No. | Problems   |
|-----|--|
| 1.  | The students could not comprehend texts.   |
| 2.  | The students did not participate well in the teaching and learning process of reading; there were class behaviors during the teaching and learning process of reading. |
| 3.  | The students lacked vocabulary mastery.  |
| 4.  | The students had difficulty in finding main ideas of texts.  |
| 6.  | The students had low motivation in learning.   |
| 7.  | There was little interaction between the students and the teacher, and among the students.   |
| 8.  | The use of media was monotonous.   |
| 9.  | The teacher rarely conducted collaborative work.   |

As stated in the beginning of Chapter I, the research only focused on improving students' reading comprehension ability by using CSR. Therefore, the researcher and the collaborator decided to overcome the field problems based on the urgency level and feasibility to solve. The field problems to solve are presented in Table 3.

**Table 3. The Field Problems to Solve**

| No. | Problems   |
|-----|--|
| 1.  | The students could not comprehend texts.   |
| 2.  | The students lacked vocabulary mastery.  |
| 3.  | The students had difficulty in finding main ideas of texts.  |
| 4.  | The students had low motivation in learning.   |
| 5.  | The students did not participate well in the teaching and learning process of reading; there were class behaviors during the teaching and learning process of reading. |
| 6.  | There was little interaction between the students and the teacher, and among the students.   |

After determining the field problems to solve, the researcher analyzed the field problems and the main causes. This step was important to recognize the obstacles and weaknesses in relation to the field problems found.

**Table 4. The Field Problems and Causes**

| No. | Problems                                 | Main Causes   |
|-----|--|---|
| 1.  | The students could not comprehend texts. | The students lacked vocabulary mastery.   |
| 2.  | The students lacked vocabulary mastery.  | The students were not encouraged to look for the meaning of difficult words at the dictionary |

|    |  |   |
|----|--|---|
|    |  | so that the teacher always assisted them to translate each sentence directly. This activity did not train the students to have good vocabulary mastery so that they always relied on the teacher's assistance.  |
| 3. | The students had difficulty in finding main ideas of texts.  | The students lacked vocabulary mastery.   |
| 4. | The students had low motivation in learning.   | The teacher did not train the students with an interesting way in delivering the materials and giving the activity; in this case, the teaching technique used in the classroom was monotonous and most activities at class were conducted individually. |
| 5. | The students did not participate well in the teaching and learning process of reading; there were class behaviors during the teaching and learning process of reading. | The teacher did not deliver the materials and give the activity in an interesting way; in this case, the teaching technique used in the classroom was monotonous and most activities at class were conducted individually.                              |
| 6. | There was little interaction between the students and the teacher, and among the students.   |   |

### **b. Determining Actions to Solve the Problems**

In reference to the identification of the problems and further discussion about the problems, the researcher, the collaborator, and the English teacher look for the actions that were possible to do in solving the urgency problems that could be applied in the teaching and learning process of reading aiming to improve the students' reading comprehension ability. Based on the agreement between the researcher, the English teacher, and the collaborator, the actions that would be implemented were as follows.

Table 5. The Action Applied in the Research

| No. | Action (improving students' reading comprehension)   |
|-----|--|
| 1.  | Conducting CSR and the four strategies within (i.e. preview, click and clunk, get the gist, and wrap up) to improve the students' ability in finding the main ideas and details of information, to increase their vocabulary mastery, the interaction between the students and the teacher and among the students, the students' motivation in the teaching and learning process of reading so that the students would participate well in the teaching and learning process of reading, and to improve students' reading comprehension. |

The idea of applying CSR in this research study is based on some reasons related to the benefits of CSR offered by Klingner, Vaughn, and Boardman (2007: 139). They are: 1) in CSR students are engaged to be actively involved in the teaching and learning process, 2) CSR gives an opportunity to every student to contribute as group members so that they can learn from and understand texts, and 3) in CSR students are adjusted to have social skills as they have to respect other arguments of the members in the group. These benefits convinced the researcher, the collaborator, and the English teacher to use CSR as the technique to improve students' reading comprehension ability.

## **B. The Implementation of Cycle I**

The teaching and learning process in Cycle I was conducted in three meetings. In this cycle, the researcher, the English teacher, and the collaborator administered three steps as discussed in the following sections.

### **1. Planning**

Considering the problems identified above, the researcher and the collaborator planned to solve the problems. The efforts were focused on improving

the students' reading comprehension ability through CSR. Based on the results of the discussion with the collaborators in a democratic atmosphere in July 2013, the action plans of the first cycle that would be performed are presented below.

**a). First Meeting**

In the first meeting, the researcher and the collaborator planned to apply CSR as the combination of reciprocal teaching and cooperative learning. The implementation of CSR is presented in the vignette in Appendix A. They also planned to present the materials about narrative texts to the students entitled *the Bear and Two Travelers*, *Turtle and Spider*, and *Cinderella*. *The Bear and the Two Travelers* and *Turtle and Spider* texts were planned as the first text to teach the students about narrative text and introduced the four strategies of CSR. Then, in the next step, they planned to apply CSR (the cooperative learning group activity and the four strategies within in group). The researcher made some lesson plans based on the course grid to teach. The researcher and the collaborator employed a laptop, an LCD, and a white board as the teaching kit.

**b). Second Meeting**

In the second meeting, the researcher and the collaborator planned to apply CSR as the combination of reciprocal teaching and cooperative learning in the classroom. The implementation of CSR is presented in the vignette in Appendix A. They also planned to review the last meeting materials applied with CSR. They also planned to give the students a new longer narrative text entitled *Sangkuriang*. The researcher made some lesson plans based on the course grid to teach. The

researcher and the collaborator employed a laptop, an LCD, and a white board as the teaching kit.

### **c). Third Meeting**

In the third meeting, the researcher and the collaborator planned to apply CSR again with a different narrative text. The implementation of CSR is presented in the teaching and learning process transcript in Appendix A. They presented the materials about narrative text to the students entitled *The Princess and The Pea*. The researcher made some lesson plans based on the course grid to teach. The teaching kits used in the third meeting were still the same with the first and second meeting, i.e. a laptop, an LCD, and a white board. Because of the limited time they planned not to increase the number of the tasks that were given to the students.

## **2. Actions and Observations**

The actions were carried out three times on July 24<sup>th</sup>, 26<sup>th</sup>, and 31<sup>st</sup> 2013. The actions were focused on implementing CSR which required the students to work in group. In this cycle, while the researcher implemented the actions, the collaborators took notes on the back of the class to observe the teaching and learning process. The data during Cycle I were collected through classroom observations and interviews. The complete description is provided below.

### **a). First Meeting**

The first meeting was held on July 24<sup>th</sup> 2013. The researcher acted as the teacher and the collaborator acted as the observer. This meeting involved three stages which were pre-teaching, while-teaching, and post-teaching. In the pre-teaching, the researcher started the teaching and learning process by greeting the



students, checking the students' attendance, asking the captain of the class to lead a prayer, and asking their condition. The researcher did them all in order that she could act as well as the real teacher that could make the teaching and learning process interesting. Besides, it was done to measure the students' learning motivation in reading. The implementation of this activity is presented in the extract below.

...*“Assalamu’alaikum Warahmatullahi Wabarakatuh. Good morning, everybody?” “Wa’alaikumsalam Warahmatullahi Wabarakatuh. Good morning, Miss!”*, the students replied. *“How are you today?” “Fine, thank you, and you?” “I’m fine, too.”* Some students replied, *“So-so.”* Some of them said, *“Ngantuk!”* Then the researcher said, *“Lha, pagi-pagi kok udah ngantuk? OK deh biar gak ngantuk kita langsung mulai aja pelajarannya. Ketua kelasnya siapa?”* Some students answered, *“Bram, Mbak.”* Some students said, *“Bastian, Mbak.”* The researcher was confused and asked again, *“Lho, mana ini yang bener?”* The boys answered, *“Bram itu ya Bastian, Mbak.” “Oh...gitu. OK Bram sekarang pimpin doa ya.”* Then, Bram led a prayer. After that, the researcher checked the students' attendance. *“Hari ini ada yang gak masuk kah?”* The students replied, *“Anggit, Mbak.” “What happened with Anggit?” “Sakit.” “Oh, I’m sorry to hear that. Semoga lekas sembuh kalo gitu.”* (FN-2/July 24<sup>th</sup> 2013)

The implementation of CSR in the teaching and learning process of reading was divided into three sections. They are *before reading or pre-reading, during reading or whilst-reading, and after reading or post-reading* sections. In pre-reading activity, the researcher prepared a kind of short narrative text entitled *The Bear and Two Travelers* using an LCD. The researcher taught the students the purpose and the generic structure of narrative texts using this text. This activity is shown in the extract below.

...*“Well, hari ini kita belajar narrative texts, ya. Ada yang tahu tujuan narrative text?”* A student namely Pebri answered the researcher's question, *“To entertain the readers!”* The researcher responded, *“Ya betul, to entertain, to inform, and to educate the readers. Ada yang masih ingat narrative text? Ada yang tahu apa saja yang termasuk narrative texts?”* The students replied, *“Myth, legend, fable....” “Iya, ada myths, legends, fables, dan lain-lain. Good, berarti udah ngerti ya.”* One

of female students who wore head scarf said, “*Kemarin udah sama Pak Ibnu, Mbak.*” Another student said, “*Udah diajarin sedikit kemarin.*” “*I see. Kita review dulu ya sedikit. Ada apa aja di narrative text...generic structure-nya?*” The students replied, “*Orientation..., complication..., resolution...!*” “*And...?*” The students answered, “*Coda...!*” “*OK. Sekarang saya check kalau gitu*” Then, the researcher showed an example of narrative text entitled *The Bear And Two Travelers*. “*Ini ada teks singkat The Bear And Two Travelers. Coba tolong dianalisa complication-nya yang mana?*” The students replied, “*Two men were travelling together....itu yang paragraph pertama, Mbak.*” “*Okay. Terus complication-nya yang mana?*” The students answered, “*The Bear came up...paragraph dua, Mbak.*” “*Good. Terus resolution-nya yang mana?*” The students replied, “*The Bear soon left him.... Paragraf tiga!*” “*Alright. Then, itu ada coda-nya apa gak?*” The students were silent. Then, The researcher tried to give another clue, “*Ada pesan moralnya gak?*” A male student said to his friend, “*Kui ketok’e paragraph terakhir!*” The researcher continued, “*Iya betul paragraph yang terakhir itu! So...?*” The students replied, “*Never travel with a friend who deserts you at the approach of danger.*” “*OK. Good job! Berarti udah mengerti ya generic structure-nya!*” (FN-2/July 24<sup>th</sup> 2013)

In the next activity, she researcher asked the students to make a group of four or five. Then, she taught them the four strategies of CSR using *Turtle and Spider* text. The four strategies of CSR are *the preview, click and clunk, get the gist, and wrap-up*. *The preview* consisted of the brainstorming and predicting. The researcher asked the students to read the text at a glance as the bridge to do brainstorming and predicting. During brainstorming, she let the students think about what they already knew about the topic. During predicting, she encouraged the students to think about what they would learn about the topic after reading the text. The goals of previewing were (a) for students to learn as much about the passage as they could in a brief period of time, (b) to activate their background knowledge about the topic, and (c) to help them made predictions about what they would learn. Previewing served to motivate students’ interest in the topic and to engage them in active reading from the onset. The implementation of this activity is presented in the extract below.

...“Sekarang kita masuk ke langkah pertama dari CSR, yaitu *preview*. Di step ini ada *brainstorming* sama *predicting*. Jadi nanti setelah baca teksnya kalian diminta untuk memprediksi kira-kira apa saja yang akan dijelaskan dalam teks tersebut. OK ya siap?” The students replied, “Siaap...!” Then, the researcher continued speaking, “Have you ever heard the story of A Mouse Deer and Crocodiles?” The students replied, “Beluum....” “Oh, not yet? Are you sure? Coba diingat-ingat lagi. Itu lho yang kancilnya harus melewati beberapa punggung buaya untuk menyeberang sungai.” A student said, “Kayaknya pernah dengar.” Another student added, “Oh iya...itu yang janjinya mau dimakan sama buayanya, terus disiasati biar bisa nyabrang kan?” The researcher replied, “That’s right! Nah, ini ada teks narrative yang sejenis...cerita tentang binatang, tapi beda isi ceritanya. Well, everybody have a look at this, please!” Then, the researcher showed the text using an LCD.... (FN-2/July 24<sup>th</sup> 2013)

The next step was *click and clunk*. This part was a part of during reading or whilst reading. In this part, the students were asked to do *click* that referred to portions of the text that make sense so when the students said “click” in certain words mentioned, it means that they understood those words. When the students said “clunk” in that word, it means that comprehension broke down (they did not understand the word). In short, when students did not know the meaning of a word, it was a clunk. In this section, the students were given clunk cards to write down their difficult words. In this part, there were many students failed to monitor their understanding when they read.

After writing the unknown words in clunk cards, the students were assisted by the researcher to practice *fix-up* strategies to bring the meanings to the unknown or confusing words or information they wrote in their clunk cards. The *fix-up* strategies were in four ways: (1) the students were asked to reread the sentence without the word, (2) the students were asked to think about what information would make sense that would help them understand the meaning of the word, (3) the students were asked to reread the sentence with *the clunk* and the sentence

before and after *the clunk*, (3) the students were asked to look for prefix or suffix in the word, (4) the students were asked to break the word apart and look for smaller words they knew. In this part, the students were assisted by the researcher still so that the researcher made correction when the students made mistakes. The implementation of this activity is presented in the extract below.

...*“Sekarang kita beralih ke step selanjutnya yaitu Click and Clunk. Click itu artinya kalian sudah mudeng sama artinya. Sedangkan Clunk itu artinya ketika kalian gak ngerti arti dari kata tersebut. Nah, jadi kalau kalian menemukan vocab yang sulit, gak tau artinya, nant kalian tulis kata-kata itu di bagian clunk ya. Di sini kita mencari arti gak pake kamus.”* The students said, *“Lha, terus pake apa?”* The researcher continued explaining, *“Kita pake fix-up strategy. Caranya: dilihat suffix, prefix, dan kata dasarnya; dilihat kalimat sebelum dan sesudahnya; bisa dibaca lagi kalimatnya itu tanpa clunk-nya, bisa juga dengan mencari smaller word-nya, nanti bisa ketahuan artinya. Contohnya... ada kata yang sulit gak?”* The student replied, *“Ada, Mbak. Floated up.”* *“Kalimat ke-berapa?”* *“Kalimat terakhir!”* Then, the researcher explained, *“OK, semua have a look at the last sentence, please. Sorry, before the last sentence. When Spider took off his coat, he floated up to the top of the lake. Nah, itu floated up kalau kita pecahkan ada kata apa aja?”* The students replied, *“Float, up.”* *“OK. Float itu setahu kalian apa?”* The students were silent. Some of them suddenly said, *“Mengapung!”* Some of them said, *“Naik!”* *“Iya, tahunya dari mana?”* *“Itu ada kata up, Mbak. Up kan artinya naik. Jadi kemungkinan naik.”* Other students said, *“Yo mengapung kuwi!”* Then, the researcher help the students’ understanding toward the Clunk, *“Iya betul, itu artinya mengapung. Misal kalian masih ragu bisa dilihat ada kata kuncinya setelah floated up itu, yaitu to the top ya, to the top of the lake itu artinya ke atas danau atau ke permukaan danau, ya berarti itu mengapung.”* (FN-2/July 24<sup>th</sup> 2013)

After *click and clunk*, the students were assisted to do the next step namely *get the gist*. In this part, the researcher taught the students to determine the main ideas from the text given. They were prompted to identify the most important person, place, or thing in the paragraph they read. The implementation of this activity is presented in the extract below.

...*Get the Gist. Ini sama kayak kalian mencari main idea ato gagasan utama. Sudah tahu belom caranya menentukan main idea?”* The students replied, *“Belum, Mbak!”* *“OK. Main idea itu gagasan utama dari suatu teks atau paragraph, inti*

dari paragraph tersebut. Untuk nyari main idea kita harus tau supporting detail atau detail information-nya apa aja. Contoh, tolong dilihat paragraf pertama: *One day, Turtle stopped to rest at the house of Spider. Turtle was tired and hungry. It was dinner time, but Spider did not want to share his food. Spider saw that Turtle had dirty feet, so he sent him to the lake to wash before dinner. Spider then ate all the food. When Turtle returned, there was no food left for him. Turtle was hungry as he left.*” The students focused on the paragraph while the researcher read it. After reading the paragraph, the researcher encouraged the students to find the main idea of the paragraph. “Untuk mengetahui main idea, kita harus tahu topic sentence sama supporting details-nya. Topic sentence itu suatu kalimat yang menjadi focus suatu paragraph, ada yang tertulis di awal paragraph, di tengah atau di akhir, atau bisa juga di tengah dan di akhir paragraf. Nah kalau topic sentence-nya gak tertulis secara langsung berarti main idea-nya itu tersirat. Supporting details itu kalimat-kalimat yang mendukung main idea. Contohnya dalam paragraph ini, topic sentence-nya mana?” When the teacher asked this question, the students seemed that they had an idea but hesitated to speak. “Ayo jangan ragu-ragu!” Some students answered, “*Turtle stopped to rest at the house of Spider.*” “Ada lagi?” “*It was dinner time, but Spider did not want to share his food.*” “Supporting detailnya mana? Kalimat-kalimat yang mendukung?” Then, the students answered, “*Turtle was tired and hungry.*” “OK, terus mana lagi?” “*Spider saw that Turtle had dirty feet, so he sent him to the lake to wash before dinner.*” “OK, Spider sent Turtle to the lake to wash before dinner.” “Terus mana lagi?” “*Spider then ate all the food.*” “Iya, Spider ate all the food.” “Terus?” “Yang seterusnya itu kalimatnya.” “OK. Terus main idea-nya berarti...?” The students looked confused. Then, the researcher tried to help them, “*Spider? Spider didn’t want to...?*” Then, some students continued, “*Spider didn’t want to share his food.*” “With?” All students said, “With Turtle!” “When?” “When Turtle stopped to rest at the house of Spider.” “Yes, Spider didn’t want to share his food when Turtle came to Spider’s house. Berarti sudah paham ya?” The students said, “Yaa...!” Some of them said, “*Insyaa Allah...*” Then, the researcher asked the students to find the main idea of the next paragraph. “Alright. Sekarang paragraph ke-dua, main idea-nya apa? Please read the paragraph aloud, Faisal. Mana faisal?” Faisal raised her hand and the researcher asked him to read aloud, “Baca yang keras ya!” Faisal read aloud the second paragraph, “*A month later, Spider came to see Turtle. Turtle invited Spider to dinner. He then went to his underwater home to make the meal. Spider put rocks in his coat to make himself heavier. He jumped into the water and swam down to Turtle’s house. Turtle asked Spider to take off his coat before he ate. When Spider took off his coat, he floated up to the top of the lake. Turtle smiled and ate all the food.*” “OK, thank you. Nah, what is the main idea of this paragraph? Tadi caranya sudah tahu kan?” The students were silent while thinking about the answer. One students told his friend, “Iki ketok’e campuran” The teacher heard what he said, then, she said, “Iya betul... Berarti apa itu main idea-nya?” The students answered in a lower voice, “*Turtle ate all the food when Spider came to see Turtle a month later.*” (FN-2/July 24<sup>th</sup> 2013)

After *get the gist*, the students were led to the last part as the fourth strategy of CSR, i.e. *the wrap up*. *The wrap up* is a part of *after reading* section. The researcher led the students to this part in order to improve their knowledge, understanding, and memory of what they have read. In *wrap up* strategy, the students were asked to generate and answer the questions that asked about the important information from the text they had just read. However, it could be done by the questions that were generated by the researcher while the students answered the researcher's questions. The implementation of this activity is presented in the extract below.

...the researcher asked, "*So, what did happen when Turtle came to Spider's house?*" The students answered, "Spider didn't share the food with Turtle." The researcher asked another question, "*What did Turtle do to Spider when he invited Spider to dinner?*" "*Turtle balas dendam sama Spider...!*" "*Alright, Turtle took a revenge on Spider. So, How did Turtle take a revenge? Gimana caranya Turtle balas dendam?*" "*Turtle invited Spider to dinner to his underwater home....*" "*But? But Turtle? Turtle asked Spider to...?*" "*Turtle asked Spider to take off his coat before he ate.*" "*And? And Turtle ate...?*" "*Turtle ate all the food.*" (FN-2/ July 24<sup>th</sup> 2013)

When doing this activity the class became noisy. The roles of each group did not run well. It made the researcher difficult to manage the class. Besides, the students found difficulty in time management. They were not adjusted to CSR method which had limitation of time in doing the activity. Therefore, they often asked the researcher to give additional time in order they could finish their work correctly. This situation is presented in the following extract.

...The class became noisy and the collaborator reminded the students to keep silent, "*Ssst...!*" However, the students did not care about that. Then, the researcher remind them, "*Tolong jangan berisik yaa, dan yang tanya ke saya usahakan leadernya aja. Kan tadi sudah ada tugasnya masing-masing...! Gimana udah selesai...?*" The students replied, "*Beluum, Mbak....! 5 menit lagi, Mbak...!*"

“OK 5 menit lagi ya!” Five minutes left and the students had not finished yet. The students asked for additional time, “Lima menit lagi, Mbak!” (FN-2/July 24<sup>th</sup> 2013)

Another problem appeared when students did a clunk part. Some students were not confident yet in figuring out the unknown words using their clunk cards and the *fix-up strategy* so that some of them asked the researcher the translation of the unknown words. This situation is described in the extract below.

...“Miss, ini stepmother sama step sister artinya ibu tiri ya sama kakak tiri ya?” The researcher just nodded and smiled. Other groups asked, “Palace artinya apa Mbak?” “Ball artinya apa, Mbak?” The researcher said, “Hayoo itu *fix-up strategy*-nya dipake dong.” Another group asked, “Mbak, ini *stroked* artinya apa?” The researcher answered patiently, “*Stroked* itu dari kata *strike*. Nah, itu dibaca lagi kalimat sebelum dan sesudahnya, ntar tahu artinya kira-kira apa.” (FN-2/July 24<sup>th</sup> 2013)

After the students finished the activity, they were asked to present their group work. This activity ran well though the class became noisy. It could run well because there were good interactions between the researcher and the students and among the students. After doing this group work activity, the students were asked to do an individual activity to check their understanding toward the texts and to know whether they really did the group work activity or just rely on other friends in their group. However, in this individual activity, most students looked less motivated. They often asked the answer of the questions to their friend, they did the activity together as a group activity, and some of them looked confused with the exercises.

After all the activities were done, the researcher summarized the lesson and ended the class. The researcher gave the students homework to find other narrative texts and to learn more about the CSR strategy individually at home.

### **b). Second Meeting**

The second meeting was held on July 26<sup>th</sup>2013. The researcher acted as the teacher and the collaborator acted as the observer. This meeting still involved three stages which were pre-teaching, while-teaching, and post-teaching. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking their condition. The researcher did these activities in order that she could motivate the students in the teaching and learning process of reading. The implementation of CSR in this meeting was divided into three sections as it was done in the first meeting. They are *before reading or pre-reading, during reading or whilst reading, and after reading or post-reading* sections.

After reviewing the last meeting, the researcher directly asked the students to find their group to do a group work activity using CSR strategies with a new text entitled *Sangkuriang*. In doing this group work activity, the class became noisy. The students also asked the researcher to give an additional time in order that they could finish their work. However, some of them were capable of figuring out the unknown words using the *fix-up strategy* so that most of them could comprehend the narrative text. The activity of using the fix-up strategy that could help the students in figuring out the difficult words is presented in the extract below.

. “Untuk *clunk*, kami punya kata *cast away, boat, sama lit up*. *Cast away* di *paragraph 2* itu artinya diusir. *Boat* di *paragraph terakhir* itu perahu. *Lit up* di *paragraph terakhir* artinya menerangi.” (FN-3/July 26<sup>th</sup> 2013)



After all the activities were done, the researcher summarized the lesson and ended the class. The researcher gave the students homework to find other narrative texts and to learn more about the CSR strategy individually at home.

### c). Third Meeting

The third meeting was held on July 31<sup>th</sup>2013. The researcher acted as the teacher and the collaborator acted as the observer. This meeting involved three stages which were pre-teaching, whilst-teaching, and post-teaching like the stages done in the previous meetings. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking about their condition. The implementation of CSR in this meeting was divided into three sections as it was done in the previous meetings. They were *before reading or pre-reading, during reading or whilst-reading, and after reading or post-reading* sections.

After reviewing the last meeting, the researcher directly asked the students to find their group to do a group work activity using CSR strategies with a new text entitled *The Princess and The Pea*. When doing this group work activity, the class became noisy. The students often asked the researcher to give an extra time in order that they could finish their work correctly as presented in the extract below.

“OK. Please do this exercise in 15 minutes.” The students asked the researcher to give more time, “*Mbak, mbok waktunya ditambah.*” The researcher replied, “*Iya nanti kalau waktunya cukup ya, tapi kalau bisa diusahakan 15 menit selesai.*” Fifteen minutes left and the students asked for an extra time to finish the task, *Lima menit lagi, Mbak!*” Then, the researcher gave them 5 minutes. After 5 minutes, the researcher asked them to stop working, but they asked for an extra time again, “*Lima menit lagi, Mbak...!*” (FN-4/August 2<sup>nd</sup> 2013)

However, most of them were capable of figuring out the unknown words using the *fix-up strategy* so that most of them could comprehend the narrative text better than they did in the previous meetings. This activity is presented in the extract below.

... “Oke, kami punya 6 clunk: terrible, torrents, sama knock di paragraph 2. Terus, streamed down di paragraph 3. Chamber di paragraph 4 sama tender di paragraph 6. Terrible itu dahsyat.” Suddenly the researcher interrupted, “Group 7 tolong kasih penjelasannya ya kenapa artinya bisa begitu, biar teman-teman yang belum tahu caranya nanti bisa tahu kalian pake *fix-up strategy* yang mana.” The reporter of group 7 nodded her head and she continued speaking, “Terrible itu dahsyat. Itu kami pake *fix-up strategy* yang mencari kata yang bisa jadi petunjuknya, itu ada kata storm sama thunder di kalimatnya. Strom kan badai, terus thunder itu petir. Nah, kalo ada badai ada petirnya berarti itu badainya besar. Dahsyat lah.” All students nodded as the sign that they understood. Some of them corrected the meaning of their clunk. The reporter of group 7 continued speaking. “Terus kalo yang torrents di paragraph 2 itu deras. Ini masih pake cara yang sama. Kalo ada badai, ada petir, berarti kan hujannya deras. Berarti itu artinya deras. Ada yang ngartiin lain?” Then, a member of group 6 said, “Lebat!” The male students said, “Podo...! Lebat kuwi yo deras.” The students laughed. The reporter of group 7 continued, “Knock itu suara ketukan. Kan ada kata gate....” ...“Streamed down itu membasahi. Kayaknya itu bisa dipecah jadi streamed sama down, terus di kalimatnya ada kata water, sebelumnya. Terus ada kata hair sama clothes. Water itu kan air, down itu bawah, terus kalo hujan deras kan biasanya rambut sama bajunya basah kena air, berarti streamed down itu artinya membasahi. Eh mbok bilang setuju nek jawabannya bener, gitu lho...!” Then, all groups said, “Setuju...!” Another student said, “Lanjut...lanjut...!” The reporter continued, “Terus chamber di paragraph 4 itu artinya ruangan. Pake cara yang reread sentence terus dicari kata petunjuknya, itu apa ya...clue-nya. Clue-nya bed.” “Setuju...!” “Terus tender paragraph terakhir itu artinya halus. Pake cara yang reread sentence sama cari clue. Itu kan kalimat sebelumnya princess-nya bisa ngerasa’in pea-nya yang ditumpukin matras banyak, terus abis kata tender ada skin. Skin kan kulit, berarti ya artinya halus. Kulitnya princess halus.” Another group said, “Lembut!” The class became noisy. The students said, “Wuu....podo...!” (FN-4/August 2<sup>nd</sup> 2013)

After all the activities were done, the researcher summarized the lesson and ended the class. The researcher gave the students homework to find other narrative texts and to learn more about the CSR strategy individually at home.

### 3. Reflection

Having implemented the actions in Cycle I, the researcher and the collaborator had discussion to make a reflection with regard to the observations during the implementation of the actions, the interviews with the collaborator and the students, and the the teaching and learning process transcripts. The interview between the researcher and the collaborator and between the researcher and the students are presented in appendix B, while the teaching and learning process transcripts are presented in the appendix A.

The reflection was used to plan the action in the next cycle. In reference to the reflection conducted in Cycle I, the teaching and learning process was done successfully. Most of the students were enthusiastic in joining the teaching and learning process although the class became noisy. They followed all the instructions given and most of them paid attention to the researcher's explanation. They confidently asked her about something they did not understand. The interactions between the researcher and the students and among the students were good. These situations can be seen in the teaching and learning process in appendix A.

In presenting the materials to the students, the researcher did not find any difficulties. The explanation was clear enough and the students understood it well. They got the generic structure of narrative text which used the simple past tense. They understood the purpose of narrative text which was to amuse, to entertain and to educate the readers. They knew the parts of narrative text namely orientation, complication and resolution. These facts are presented in the extract below.

...”*Ada yang tahu tujuan narrative text?*” A student namely Pebri answered the researcher’s question, *“To entertain the readers!”* The researcher responded, *“Ya betul, to entertain, to amuse, and to educate the readers. Apa saja yang termasuk narrative texts?”* The students replied, *“Myth, legend, fable....”* ....” *“Iya, ada myths, legends, fables, dan lain-lain. Good, berarti udah ngerti ya.”* One of female students who wore head scarf said, *“Kemarin udah sama Pak Ibnu, Mbak.”* Another student said, *“Udah diajarin sedikit kemarin.”* *“I see. Kita review dulu ya sedikit. Ada apa aja di narrative text...generic structure-nya?”* The students replied, *“Orientation..., complication..., resolution...!”* *“And...?”* The students answered, *“Coda...!”* *“OK. Sekarang saya check kalau gitu”* Then, the researcher showed an example of narrative text entitled *The Bear And Two Travelers*. *“Ini ada teks singkat The Bear And Two Travelers. Coba tolong dianalisa complication-nya yang mana?”* The students replied, *“Two men were travelling together....itu yang paragraph pertama, Mbak.”* *“Okay. Terus complication-nya yang mana?”* The students answered, *“The Bear came up...paragraph dua, Mbak.”* *“Good. Terus resolution-nya yang mana?”* The students replied, *“The Bear soon left him.... Paragraf tiga!”* *“Alright. Then, itu ada coda-nya apa gak?”* The students were silent. Then, The researcher tried to give another clue, *“Ada pesan moralnya gak?”* A male student said to his friend, *“Kui ketok’e paragraph terakhir!”* The researcher continued, *“Iya betul paragraph yang terakhir itu! So...?”* The students replied, *“Never travel with a friend who deserts you at the approach of danger.”* *“OK. Good job. Berarti udah mengerti ya generic structure-nya!”* (FN-2/July 24<sup>th</sup> 2013)

The interviews with the students also implied that the students in the classroom had a good understanding of the materials which was presented by the researcher. The interviews can be seen in the transcripts in appendix B. One of the transcripts is as follow. Here is the interview transcript between the researcher and the student.

- R : “Gimana dek tadi pelajarannya?  
 (“How is the teaching and learning process, *dek?*”)
- S10 : “Seru, Mbak.”  
 (“Nice, *Mbak!*”)
- R : “Berarti sekarang udah suka nih sama reading?”  
 (“So, now you like reading?”)
- S10 : “Kalo ngerjainnya kayak gitu ya suka.”  
 (“Yes I like it if the way to do the activity is like that.”)
- R : “Mudeng gak sama cara ngajarku?”  
 (“Did you understand the way I taught?”)
- S10 : “Mudeng kok.”  
 (“Yes, I did.”)

- R : “Kalo sama aktivitasnya yang berkelompok gitu kamu *enjoy* gak?”  
 (“What about the group activity? Did you enjoy it?”)
- S10 : “Iya, jadi lebih semangat.”  
 (“Yes. I became more enthusiastic.”)
- R : “Kalo teksnya susah dipahami gak? Latihan-latihannya juga tuh gimana susah gak?”  
 (“Are the texts understandable? Are the exercises difficult?”)
- S10 : “Setelah tahu arti kata-katanya ya gak susah dipahami. Cuma ya itu banyak kata-kata yang aku gak ngerti.”  
 (“It’s understandable when I know the meaning of the words, but there were many difficult words.”)
- R : “Lha terus tadi waktu di *click and clunk* gimana bisa jawab? Kan udah diajari caranya?”  
 (“Could you do *click and clunk*? I’ve taught you the way to do that.”)
- S10 : “Iya tadi lupa, terus diajari temen.”  
 (“I forgot, but my friend in the group tell me the way.”)
- R : “Lebih enak lihat di kamus apa pake cara yang aku ajarin?”  
 (“Is is better looking for the meaning of the words in your dictionary or using the way I taught?”)
- S10 : “Enaknya sih langsung lihat di kamus, Mbak...tapi lebih seru pake cara yang diajarin. Soalnya kadang males buka kamus. Kalo pas gak ada kamus juga bisa tahu artinya.”  
 (“I think it’s better looking at the dictionary, *Mbak*...but it’s more challenging when using the way you taught because I’m reluctant to open the dictionary. There’s no worry. If there’s no dictionary, I can get the meaning.”)
- R : “Ooh gitu. OK deh, makasih ya.”  
 (“I see. OK then, thank you.”)

(Interview Transcript 8)

The advantages of the implementation of CSR are also presented in the following result of the reading comprehension test conducted in Cycle I.

Table 6: The Result of Students’ Reading Comprehension Test in Cycle I

| Data               |       |
|--------------------|-------|
| Number of students | 30    |
| Mean               | 75.73 |
| Standard deviation | 4.39  |

In reference to the reflection conducted in Cycle I, the application of Cycle II was necessary because several problems such as the class that was noisy and some students were not adjusted to the *click and clunk* part.

#### **4. Summary of Cycle I**

In reference to the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful actions were as follows.

- a). The use of CSR was successful in making the students participate well during the teaching and learning process.
- b). The use of CSR was successful in making the reading lesson not monotonous.
- c). The students could comprehend the text by the implementation of CSR.
- d). The use of CSR improved the students' reading comprehension ability.

On the other hand, the unsuccessful actions were presented below.

- 1) The class became noisy.
- 2) The students had bad time management in doing the tasks.

### **C. The Implementation of Cycle II**

#### **1. Planning**

Based on the discussion with the collaborators, the researcher determined that Cycle II still focused on the same problems found in Cycle I. The researcher made lesson plans based on the course grid to teach the students. She decided to implement the same activities and some new actions with the hope that the teaching and learning process would be more enjoyable and the students' reading

comprehension ability would significantly be improved. The action plans of Cycle II reveal the following points.

**a). Fourth Meeting**

The researcher and the collaborator planned to present recount texts to the students because it became one of the materials that would be used in the midterm test. The title of the texts was *A Couple Who Survived Amazing 66 Days at Sea*. The detail information of the use of the news item is presented in the lesson plan in Appendix E. The lesson plan was based on the course grid. In the teaching and learning process, the researcher acted as a teacher and the teacher acted as the first collaborator. The second collaborator was the researcher's friend at the English Department. The implementation of CSR is presented in the teaching and learning process transcript in Appendix A.

**b). Fifth Meeting**

The researcher and the collaborators planned to present recount texts to the students because they became one of the materials used for midterm test. The title of the text was *My Wonderful Experience on 2006 Asian Games in Doha*. The detail information of the use of the news item is presented in the lesson plan in Appendix E. The lesson plan was based on the course grid. In the teaching and learning process, the researcher acted as a teacher and the teacher acted as an observer. The teacher and collaborator planned to apply CSR method to improve the students reading comprehension ability. The implementation of CSR is presented in Appendix A.

## 2. Actions and Observations

The action in Cycle II was conducted in two meetings. In these two meetings the researcher acted as the teacher and the teacher acted as a collaborator.

The teaching and learning process was conducted with the same method as it was done in the Cycle I. The researcher applied CSR in the classroom. The detail of the action in each meeting is discussed as follows.

### a). Fourth Meeting

This fourth meeting was held on 2<sup>nd</sup> August 2013. This meeting involved three stages which were pre-teaching, whilst-teaching, and post-teaching like the stages done in the previous meetings. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking their condition. It was done in order that the researcher could motivate the students in the teaching and learning process of reading. The implementation of this activity is presented in the extract below.

...*"Good morning, class!"* The students replied, *"Good morning, Miss!"* *"How are you today?"* The students said, *"Fine, and you?"* *"I'm fine, too."* There was a student said, *"Gak fine, Mbak!"* The researcher asked, *"Lho, kenapa?"* He replied, *"Capek, Mbak!"* Then, other students said, *"Wuuu!"* The researcher said, *"Kita belajar CSR lagi nanti kesel sama ngantuknya ilang deh! Siapa yang gak masuk hari ini?"* The students replied, *"Dhini, Mbak!"* *"Kenapa?"* *"Sakit."* *"Sorry to hear that, semoga cepat sembuh ya! OK Bram silahkan pimpin doa!"* Then, a chief of the class led a prayer, *"Berdoa mulai!"* It takes several minutes. *"Selesai!"* *"Thank you!"* (FN-5/August 2<sup>nd</sup> 2013)

Then, the researcher reviewed the last meeting's materials and taught the students a new material using a recount text entitled *A Couple Who Survived Amazing 66 Days at Sea*. The implementation of this activity is presented in the extract below.



...“Masih ingat ya *generic structure-nya narrative text?*” Then, the students replied, “Masih...!” The researcher asked, “*Apa saja?*” The students answered, “*Orientation, complication, resolution, coda...!*” The researcher continued, “*Sekarang kita belajar recount, ya! Gimana kemarin tugasnya sudah dicari? Apa aja generic structure-nya recount, hayo?*” The students replied, “*Beluum...!*” “*Waduh, kok belum? Ya udah deh...kita belajar sama-sama kalau gitu. Recount kemarin teks yang menceritakan tentang apa?*” Some students replied, “*kejadian yang sudah berlalu.*” “*Alright. Ini tujuan recount, to retell the series of events. Menceritakan serangkaian kejadian yang telah berlalu. Contoh?*” The students answered, “*Diary!*” “*OK boleh deh. Itu diceritakannya pake bentuk simple present atau past tense?*” The students replied, “*Past tense...!*” The researcher asked again, “*Generic structure-nya apa aja?*” The students were silent. Then, using an LCD, the researcher showed a recount text entitled *The Princess and The Pea* while teaching the students the generic structure of it in each paragraph. The students paid attention to the researcher’s explanation. “*Well, ini ada recount text judulnya A Couple Who Survived Amazing 66 Days At Sea. Ini generic structure-nya: ada orientation, sequence of events, sama re-orientation. Nah, paragraph pertama ini bagian orientation. Mirip seperti narrative, di orientation ini ada pengenalan tokohnya, di sini tokohnya Siapa?*” The students answered, “*Bill and Simon Butler...!*”. “*Good! Selain pengenalan tokoh, di sini ada peristiwa utamanya, waktunya, nah..ni peristiwa utamanya apa ini yang terjadi di sini..?*” The students replied, “*Bill and Simone Butler spent sixty-six days in a life-raft in the seas of Central America after their yacht sank.*” “*Tahu gak maksudnya kalimat itu apa?*” Some male students said, “*Terdampar!*” The researcher said, “*Ya...bolehlah. Jadi Bill and Simon Butler itu terdampar selama 66 hari di lautan Amerika Tengah setelah kapalnya tenggelam. Nah ini adalah peristiwa utamanya. Jelas?*” All students said, “*Jelaaas...!*” Then, the researcher continued speaking, “*Selanjutnya: sequence of events. Sequence of events ini adalah serangkaian peristiwa dalam cerita. Kalau di teks ini, ini sequence of events-nya.*” The researcher explained it while pointing at the paragraphs. “*Paragraf 2, 3, dan 4 ini sequence of events. Biasanya ada re-orientation. Re-orientation itu berisi komentar dari seseorang tentang peristiwa tersebut. Tapi ini optional, artinya, gak harus ada dalam suatu teks recount. Contohnya, di teks ini, gak ada re-orientation-nya. Paham?*” he students said, “*Pahaam...!*” (FN-5/ August 5<sup>th</sup> 2013)

In doing this group work activity, the class was not noisy anymore. The students also did not ask the researcher to give an extra time because they could manage the time. This situation can be seen in the extract below.

...“*Waktunya 15 menit ya!*” Then, the students did the task with their group. In this meeting, the class was different. The students did not ask for the researcher’s assistance. They did not ask the researcher to translate the sentence they did not understand. They did not ask the teacher the meaning of the difficult words. The researcher only watched them doing the task. The class was not noisy anymore

because they did their role in their group. All groups were more serious in doing the task than before. When time was over and the researcher asked them to start the discussion with the class, they did not ask for an extra time and they looked ready to present the results of their group's discussion. The teacher said, "*Time's up, please stop working ya... Yuk diskusinya dimulai!*" The class was silent at the moment. Then, the researcher asked, "*Are you ready?*" The students replied cohesively, "*Yes...!*" Then, the researcher asked one group to present their discussion. (FN-5/ August 5<sup>th</sup> 2013)

Through the CSR steps, most of the students were capable in figuring out the unknown words using the *fix-up strategy* so that most of them could comprehend the recount text. It can be seen from the result of their group's discussion in the step of *click and clunk* and *get the gist*. The implementation of this activity is presented in the extract below.

...The reporter of group 6 presented the discussion of his group. "*Clunk-nya, paragraph 2: whales, yacht, sinking, life-raft. Strateginya pake yang reread sentence, kalimat sebelum sama sesudahnya, terus nyari clue-nya. Whales itu sejenis ikan besar, mungkin paus. Terus yacht itu kapal yang dinaiki Bill sama Simone Butler. Sinking itu kayaknya tenggelam, itu dari kata sink. Life-raft itu perahu yang dipake' buat bertahan pas kapalnya udah tenggelam. Ada yang lain?*" Other groups nodded and some of them said, "*Lanjuut...lanjuut!*" The reporter of group 6 continued, "*Get the gist: paragraf pertama: A couple from Miami, Bill and Simone Butler spent sixty-six days in a life raft in the seas of Central America after their yacht sank. Paragraph 2: The boat was sinking. Paragraf 3: For twenty days they lived with tins of food, biscuits, and bottles of water. Paragraf 4: Their two months at sea was over. Ada yang mau nambahin?*" Other groups nodded and said, "*No..!*" (FN-5/August 2<sup>nd</sup> 2013)

After all activities were done, the researcher gave the students homework to find other recount texts and to learn more about the CSR strategy individually at home, and also to memorize 10 words to enrich their vocabulary. This activity is presented in the extract below.

... "*Well, next meeting kita masih belajar tentang recount teks ya! Seperti biasa, tugas kalian di rumah cari teks recount dan terapkan strategi CSR-nya. Jangan lupa fix-up strategies-nya, Sama hafalin 10 vocab, 5 verbs sama 5 nouns. Besok saya tes ya hafalan vocabnya!*" Then, the researcher ended the class, "*Thank you. See you next meeting!*" The students replied, "*See you...!*" (FN-5/August 2<sup>nd</sup> 2013)

## b). Fifth Meeting

The fifth meeting was held on 7<sup>th</sup> August 2013. This meeting involved three stages which were pre-teaching, whilst-teaching, and post-teaching like the stages done in the previous meetings. In the pre-teaching, the teacher started the teaching and learning process by greeting the students, checking the students' attendance, and asking about their condition. It was done in order that the researcher could motivate the students in the teaching and learning process of reading. Then, the researcher asked the students to give their vocabulary as the homework in the last meeting. The implementation of this activity is presented in the extract below.

The fifth meeting was held on 7<sup>th</sup> August 2013. It's 7.15 a.m. The class was about to start. The researcher and the collaborators came to the class. The researcher greeted the students, "*Good morning, class!*" The students replied, "*Good morning, Miss!*" "*How are you today?*" The students said, "*Fine, and you?*" "*I'm fine, too. Siapa yang gak masuk hari ini?*" The students replied, "*Nihil...!*" "*OK Bram silahkan pimpin doa!*" Then, Bram, a chief of the class led a prayer, "*Berdoa mulai!*" A minute left. "*Selesai!*" "*Thank you!*"

"*Gimana vocabnya udah dapet berapa? Kemarin saya kasih PR menghafal 10 vocab ya? Kemarinnya lagi 10. Berarti 20 ya?*" The students were surprised, "*No...!*" A male student said, "*Lima aja, Mbak!*" Then, the researcher said, "*Yaudah lima, yang limabelas ditulis terus dikumpulkan ke saya?*" The students laughed. Then, they took a sheet of paper. They wrote ten to fifteen words while the researcher check their vocab orally. The researcher called some of their names randomly, then, they gave five words with the meaning of them. "*Yang saya panggil namanya setor lima kata ya, sama menyebutkan artinya!*" The students were enthusiastic and they were nice when they were in this activity. The male students looked very enthusiastic and they called their friend's name, "*Faisal, Mbak..!*" "*Haris, Mbak..!*" "*Nisa, Mbak..!*" Then, the researcher called on the student's name, "*OK deh...Haris!*" All students were happy and laughed when the researcher called Haris. They said, "*Eaaa....!*" "*Yak, Haris..., please!*" Then, Haris gave his five words while remembering the meaning of the words, "*Write...menulis, catch...menangkap, walk...berjalan, search...mencari, make...membuat. Udah, Mbak!*" "*Ya, OK lah thank you Haris!*" The students laughed and said, "*Yeee...!*" Then, the researcher called another student, "*Tadi Haris sudah ya verbs-nya. Sekarang nouns-nya...Hasna!*" Then, Hasna gave her five nouns, "*Storm...badai, princess...putri, price...pangeran, shoe...sepatu,*

*stepmother...ibu tiri.*” Other students said, “*Wah, kuwi kan sik wingi kae!*” The researcher said, “*Ya, OK lah gak apa-apa. Sudah selesai nulis vocabnya?*” The students said, “*Beluum...!*” Then, the researcher said, “*Yaudah seadanya dulu!*” Then, the students submitted it. Most of them got ten to twelve words with their meaning. (FN-6/August 7<sup>th</sup> 2013)

Then, the researcher directly asked the students to find their group to do a group work activity using CSR strategies with a new recount text entitled *My Wonderful Experience on 2006 Asian Games in Doha*. In doing this group work activity, the class was not noisy anymore. The students did not ask the researcher to give additional time because they could manage the time better than before. Most of them were capable of figuring out the unknown words using the *fix-up strategy* so they could comprehend the recount text better than they did in the previous meetings. This activity is presented in the extract below.

The students were in their group and ready to do the discussion with their group. When doing the activity, they looked serious with their group and they did not ask the researcher for the translation of the words or sentences. The noise was reduced. They could finish the task on time. Then, the discussion with all groups started. The researcher called group 3 to present the results of their discussion. The reporter of group 3 presented the results of his group’s discussion, “*Clunk: paragraf 2 ada sprained, recover, taped. Paragraf 3: against...sama nearly. Sprained itu keseleo. Kan ada kata ankle, ankle itu pergelangan kaki, berarti itu keseleo. Terus, recover itu...menyembuhkan. Eh, memulihkan! Itu kalimatnya kan dia nglakuin fisioterapi, nah dia lagi keseleo, berarti ya intinya itu dia lagi memulihkan. Terus taped itu dibalut. Itu di kalimatnya...my ankle taped when I played in matches. Kira-kira itu artinya dibalut lah. Terus paragraph 3...against, artinya melawan. kalimatnya dibaca lagi terus ada kata played. Kalo main kan melawan mana gitu. Terus...nearly itu hamper. Kan timnya ranking 9, nah padahal mereka kepinginnya dapet ranking 8, berarti intinya itu hampir. Ada tambahan gak?*” All groups said, “*No!*” Then, he continued to *get the gist part*, “*Get the gist: paragraph 1, main idea-nya... In December 2006, I went to Doha to participate the 2006 Asian Games.*” All groups said, “*Tuul...!*” Then he continued, “*Paragraf 2: I sprained my ankle.*” “*Tuuul...!*” “*Paragraf 3: We could not reach the goal. Ada yang nambahi?*” Then, the researcher asked group 1 to give comment about paragraph 2. Then, the reporter of Group 1 said, “*Itu waktu main dia dibalut kakinya, Mbak! Kayaknya campuran Ya?*” “*Iya, coba gimana kalo main idea-nya ada di awal n akhir?*” The reporter of group 2 said, “*Kalo’ kelompokku: I played in matches with sprained ankle.*” The researcher said,

“Nah...!” Then, All students said, “Eaaa...!” Then, the researcher ended the discussion. “*Terima kasih, Group 3. Nice! Fix-up strategy-nya udah diterapkan, artinya juga betul, terus untuk main idea-nya juga sudah paham. Yang lain ada kesulitan gak?*” All groups nodded, some of them said, “No..!” (FN-6/August 7<sup>th</sup> 2013)

After all the activities were done, the researcher asked the students to do post-test. After the post-test was done, she ended the class and left the class with the collaborators.

### 3. Reflection

The researcher and the collaborators did the final reflection after all actions had been implemented in five meetings. Several problems which occurred in Cycle II were discussed with the collaborators to fulfill the democratic validity and dialogic validity. The results of the reflection were gained from the observations and the interviews. The interviews can be seen in appendix B (Interview Transcript 5).

In presenting the materials to the students, the researcher did not find any difficulties. The explanation was clear enough so they understood. They also knew the purpose and the generic structure of narrative and recount texts. In Cycle II, the students could comprehend the text given better than they did in the previous meetings. They answered the questions correctly. They could find the main ideas of the texts and also figure out the difficult words using the *fix-up strategies*. It can be seen from the extract below.

Then, the researcher asked the students to do the exercises as they did in the previous meetings. “*Mengerjakan latihan seperti kemarin ya! Ini ada teks recount My Wonderful Experience On 2006 Asian Games in Doha. Yuk langsung ke grup masing-masing! 10 menit selesai, ya!*” The students were in their group and ready to do the discussion with their group. When doing the activity, they looked serious with their group and they did not ask the researcher for the translation of

the words or sentences. The noise was reduced. They could finish the task on time. Then, the discussion with all groups started. The researcher called group 3 to present the results of their discussion. The reporter of group 3 presented the results of his group's discussion, "*Clunk: paragraf 2 ada sprained, recover, taped. Paragraf 3: against...sama nearly. Sprained itu keseleo. Kan ada kata ankle, ankle itu pergelangan kaki, berarti itu keseleo. Terus, recover itu...menyembuhkan. Eh, memulihkan! Itu kalimatnya kan dia nglakuin fisioterapi, nah dia lagi keseleo, berarti ya intinya itu dia lagi memulihkan. Terus taped itu dibalut. Itu di kalimatnya...my ankle taped when I played in matches. Kira-kira itu artinya dibalut lah. Terus paragraph 3...against, artinya melawan. kalimatnya dibaca lagi terus ada kata played. Kalo main kan melawan mana gitu. Terus...nearly itu hamper. Kan timnya ranking 9, nah padahal mereka kepinginnya dapet ranking 8, berarti intinya itu hampir. Ada tambahan gak?*" All groups said, "No!" Then, he continued to *get the gist part*, "*Get the gist: paragraph 1, main idea-nya... In December 2006, I went to Doha to participate the 2006 Asian Games.*" All groups said, "Tuul...!" Then he continued, "*Paragraf 2: I sprained my ankle.*" "*Tuuul..!*" "*Paragraf 3: We could not reach the goal. Ada yang nambahi?*" Then, the researcher asked group 1 to give comment about paragraph 2. Then, the reporter of Group 1 said, "*Itu waktu main dia dibalut kakinya, Mbak! Kayaknya campuran Ya?*" "*Iya, coba gimana kalo main idea-nya ada di awal n akhir?*" The reporter of group 2 said, "*Kalo' kelompokku: I played in matches with sprained ankle.*" The researcher said, "*Nah...!*" Then, All students said, "*Eaaa...!*" Then, the researcher ended the discussion. "*Terima kasih, Group 3. Nice! Fix-up strateginya udah diterapkan, artinya juga betul, terus untuk main idea-nya juga sudah paham. Yang lain ada kesulitan gak?*" All groups nodded, some of them said, "*No..!*" (FN-6/August 7<sup>th</sup> 2013)

After the researcher applied CSR in this cycle, the obstacles that were faced in the first cycle were solved well. The students could use clunk cards with the fix-up strategy, and they could find the meaning of difficult words, main idea, so that they could comprehend the texts well. Beside the obstacles that were solved successfully, the students were interested in the implementation of CSR. They were more motivated in participating the teaching and learning process of reading.

The data of students' comprehension test shows an improvement of the result of the students' post-test. The result of the students' post-test is illustrated in Table 7.

Table 7: **The Result of the Students' Post-test**

| <b>Data</b>        | <b>Post-test</b> |
|--------------------|------------------|
| Number of students | <b>30</b>        |
| Mean               | <b>86.30</b>     |
| Standard deviation | <b>3.28</b>      |

#### **4. Summary of Cycle II**

From the implementation of the actions in Cycle II, there were some actions that were successful. The descriptions of the successful actions are as follows.

- a). The use of CSR was successful in improving the students' participation during the teaching and learning process. They followed the given instruction and looked interested in reading and completing the tasks.
- b). The use of CSR was successful in making the reading lesson not monotonous.
- c). The students could comprehend the text easier by the implementation of CSR; they could answer the questions related to the text correctly.
- d). The use of CSR improved the students' reading comprehension ability.

#### **D. The General Findings**

This subchapter presents the research findings of all actions done in the research. As stated before, the research was aiming at improving the reading comprehension ability of the first grade students of SMAN6Yogyakarta through CSR. Therefore, the actions conducted answered the questions formulated in the first cycle.

In the first cycle, the implementation of CSR was successful to make the students get involved in the teaching learning process. It also improved their reading comprehension ability. However, there were some problems occurring in implementing the actions. The class became noisy, some students had bad time management, some of them could not use clunk strategy so that they could not figure out the meaning or difficult words and some of them could not find main ideas of the texts given. Therefore, the researcher solved the problems so that in Cycle II the students' reading comprehension improved successfully.

The research finding on improving reading comprehension is summarized in the following table.

**Table 8. The Result of the Action Research Study**

| Action         | Cycle I  | Cycle II   |
|----------------|--|--|
| Conducting CSR | The students showed their enthusiasm when working collaboratively in group. They became more active in participating the reading class but the class became noisy. The teacher found difficulty in managing the class. | The students showed their enthusiasm when working collaboratively in group. They were active in participating the reading class and the noisy was reduced. The teacher could manage the class. |
|                | The students' motivation in learning was increased. It was shown by each activity they did. Only some of them who looked less enthusiastic with the class.   | The students' motivation in learning was increased since they would do all activities in the teaching and learning process. All students showed good participation in every activity.          |
|                | Some students asked the teacher the translation of some difficult words.   | Most of the students could figure out the unknown words because they were adjusted with fix-up strategy.   |
|                | The students often found   | The students' vocabulary   |



|  |   |  |
|--|---|--|
|  | <p>difficult words in the text and they asked the teacher or friends the meanings of the difficult words.</p>   | <p>mastery was improved since they could find the meanings of difficult words without asking the teacher and friends.</p>  |
|  | <p>The students could find main ideas in paragraphs.</p>  | <p>The students could find main ideas in paragraphs.</p>   |
|  | <p>Time management the students had in doing collaborative work and individual activity was bad. They often needed more time to finish their work.</p> <p>Some students asked the teacher the way to figure out difficult words when doing individual activity though they could do that. It was caused by the lack of confidence they had when doing individual activity. They felt that doing collaborative group work activity was better than doing individual activity because they could help each other when they found difficulty in figuring out the unknown words and finding the main ideas and its details information.</p> | <p>The students were adjusted with collaborative group work and individual activity that needed much time but limited so that they could manage their time to do the collaborative group work and individual activity. Finally, they could finish their work in time.</p>  |
|  | <p>Some students asked the teacher the way to figure out difficult words when doing individual activity though they could do that. It was caused by the lack of confidence they had when doing individual activity. They felt that doing collaborative group work activity was better than doing individual activity because</p>  | <p>The students were more confident in doing individual activity. They did not ask the teacher about the difficult words anymore. The experience of the collaborative group work activity gave them knowledge in solving the problems they found in the texts (e.g. figuring out the meanings of difficult words</p> |

|  |   |   |
|--|---|---|
|  | they could help each other when they found difficulty in figuring out the unknown words and finding the main ideas and its details information. | and finding the main ideas and its details information). Besides, the experience made them sure that they could do the individual activity. In short, the use of collaborative group work activity and its strategies (CSR) made students more confident in doing the activity. |
|  | The students could comprehend texts though there was assistance from the teacher still when doing collaborative group work activity.            | The students could comprehend the texts given without teacher's assistance.   |

The improvement of the students' reading comprehension is also presented in the score of pre-test and post-test. The summary of the result of the pre-test and post-test is presented in the following table.

**Table 9: The Result of the Pre-test and Post-test**

| Test      | Frequency | Mean  |
|-----------|-----------|-------|
| Pre-test  | 30        | 62.27 |
| Post-test | 30        | 83.60 |

Table 9 shows that the mean score of post-test (83.60) is higher than that of pre-test (62.27). The gain score of students' reading comprehension test is 21.33, which shows that there is an improvement in their reading comprehension ability.