Collaborative Reading in Intermediate Japanese Comprehension

Lea Santiar
Program Studi Jepang Fakultas Ilmu Pengetahuan Budaya Universitas Indonesia
Gedung III Fakultas Ilmu Pengetahuan Budaya, Kampus UI Depok, Jawa Barat 16424, Indonesia
santiarlea@gmail.com

Keywords: *reading, group, reading strategy, CSR*

Abstract: *The objective of this research is to develop an intermediate Japanese reading comprehension learning model which enable learners to use various reading strategies while reading. The research was based on Collaborative Strategic Reading (CSR) by Klingner and Vaughn (1999), conducted at the Japanese Studies Program, Faculty of Humanities, Universitas Indonesia. In CSR, students read in small groups, consist of 3-4 students. Each of them plays a different role and activate different reading strategy. Student share and discuss their understanding and strategies in groups, where student can learn and teach each other. This also provides the opportunity to express themselves. As a result it was learnt that reading strategies in foreign language has to be thought and excercised. According to learners, reading in groups is fun and not stressful. For teachers, learning in groups creates an active class, compared to classical reading instruction where students tends to translate text. As a conclusion, teaching reading strategies through group learning is effective, provides each student to be active in class. It is highly recommended to conduct group learning, in order to create an active class. In the future, it is recommended to develop a reading material which develop students reading strategy.*