

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Reading is one basic skill in learning Language. Reading is an active process of communication from written to reader occurs only if the reader can take meaning. Also it is a process to understand the content of the text which done by reader to get information.

According to Caroline Linse reading is a set of skill that involves making sense and deriving meaning from the printed word.¹ In order to read, we must comprehend what we read. For second language learners there are three different elements which impact reading : the child's background knowledge, the child's linguistic knowledge of the target language and the strategies or techniques the child uses to tackle the text.²

Reading texts also provide good models for English writing. At different times we encourage students to focus on vocabulary, grammar or punctuation.³ According to Harmer reading is useful for language acquisition.⁴ Provided that students less understand what the more they need, the better they get it.

¹ Caroline T.Linse, David Nunan,*Practical English Language Teaching young Learners* (New York : McGraw-Hill 2005), 69.

² Nunan,*Practical English Language Teaching*, 69.

³ Jeremy harmer, *How to Teach English* (Oxford : Pearson Education Limited, 2007), 99.

⁴ Jeremy harmer, *How to Teach English* (Oxford : Pearson Education Limited, 2007), 99.

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and writing.

From all statement above we might say that reading is one of the receptive skill that can give affect for us like pronunciation in reading aloud, writing when do summarize, vocabulary knowledge and language acquisition.

The writer concludes that reading actually is one of activity of getting information from reading materials to comprehending the text. In other word, if we want to understand something we must read.

2. Definition of Reading Comprehension

Reading comprehension refers to reading for comprehending throughly to the content of the text in order to obtain information required.

According to Anderson and Wilkinson say that "Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word resing, word and word knowledge and fluency."⁵

Reading comprehension strategies is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.⁶

According to Graesser, Millis and Zwaan say that :

⁵ Jannete K. klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (London : The Guilford Press, 2007), 2.

⁶ Danielle McNamara, *Reading Comprehension Strategies* (London: Lawrence Erlbaum Associates, Inc, 2016),4-6.

Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. Proficient readers approach a text with relevant knowledge, word decoding ability, text-based and situation model-based inferencing skills, competency with a variety of reading strategies, metacognitive skills and so on.⁷

Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge. In other words, comprehension is a process by which the reader constructs meaning by interacting with the text. Gordon said, "Reading comprehension is a complex process which comprises the successful or unsuccessful use of any abilities. When we read, we should be able to recall information afterwards."⁸

Based on the statement above, the writer concludes that the reading comprehension understands a written text's meaning. The students must improve their reading, especially in comprehension, by reading books, newspapers, magazines, etc.

Successful comprehension involves the reader in discovering the meaning needed to achieve the particular purposes. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions.

⁷ McNamara, *Reading Comprehension Strategies*, 111.

⁸ Gordon Wainwright, *How to Read Faster and Recall More* (Oxford: HowtoBooks, 2007), 35.

3. Strategies of Reading Comprehension

Strategies can be defined in the context of reading comprehension as deliberate action that readers take establish and enhance their comprehension.

Gerald said that these strategies can be categorized as before you begin reading, as you begin reading, during reading and after reading.⁹

a. Pre reading

Reader are more motivated, and more comprehend when they are reading for a purpose that makes sense to them. As you begin reading, the following are important begin reading strategies :

- 1) Prior knowledge about the purpose of reading.
- 2) Prior knowledge about the topic.
- 3) Prior knowledge about type of text.

b. During reading

The following are important during reading :

- 1) Sometimes the problem is a word having an unknowing meaning . whereupon the reader might apply a context clue strategy of figure out the meaning.
- 2) Sometimes the problem is a lack of meaningful connection.
- 3) Sometimes the problem is a lost focus for why the material is being read in the first place,

⁹ Gerald g. Duffy, *Explaining Reading : A Resource for Teaching Concepts, Skills and Strategies* (New york : The Guilford Press, 2009), 19.

whereupon the reader will stop and rethink how the reading is to be used.

c. Post Reading

The following are important after reading strategies deciding on the text are important message or main idea and determining theme. Then, summarizing and synthesizing.

It means that through the process of before, during and after reading activity it can help students in understanding the text and the student are expected to be actively involved in reading. To be successful at reading comprehension, students need to actively process what they read. The processing skill requires that students have automatic reading skills, necessary vocabulary and text appropriate background knowledge.¹⁰

4. Level of Reading Comprehension

According to Peter Westwood, reading comprehension divided into four levels. They are : literal level, inferential level, critical level and creative level.¹¹

a. Literal Level

Literal Level is the first level of reading comprehension. At the literal level the basic facts are understood. It means recognizing stated main ideas, details, causes and effects and sequences.

¹⁰ Judy Willis, *Teaching the Brain to Read : Strategies for Improving Fluency, Vocabulary and Comprehension* (Virginia : ASCD, 2008), 128.

¹¹ Peter Westwood, *Reading and Learning Difficulties : Approach to Teaching and Assessment* (Victoria : Acer Press, 2001), 21.

b. Inferential Level

At inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusion. It means inferring main ideas of passage in which the main ideas are not directly stated or inferring referents of pronoun and inferring referents of adverb.

c. Critical Level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy, and any apparent exaggeration. The critical reader must be an active reader, questioning, searching for facts, and spending judgement until he or she considered all of the material.

d. Creative Level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

Based on the observation at the second grade of SMAN 1 baros that the students' reading comprehension before giving a treatment in a literal level. It means they can read a text, stated main idea and details from a text. After giving a treatment the students in literal level. It means they can predicting a text with their background knowledge, inferring main ideas of passage in which the main ideas are not directly stated in the text and making summarizing.

5. Improving Reading Comprehension

We can improve the quantity and quality of our comprehension in three main ways : ¹² **Firstly**, you can improve it by wide varied reading, where variety is more important than volume. **Secondly**, you can improve it by discussion. In discussion, your comprehension is immediately either reinforced or rejected. If others agree with you and you have clearly understood what you were reading, this reinforces the impression the material makes and assists later recall . If others disagree with you and you have clearly misunderstood what you were reading, this is in a sense even better. You can add their understanding to replace and argument your own so that you emerge from the discussion with more than you went in with.

Thirdly, you can improve it by testing. You might notice improvement in the course of working through the exercise in this book because they are graded to offer a gently rising level of difficulty in an attempt to counter the effects of improving simply through practice.

6. Assessing Reading Comprehension

The assessment also include items that measure vocabulary knowledge as an aid to comprehension. There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to

¹² Gordon Wainwright, *How to Read Faster and Recall More* (Oxford :Howtobooks, 2007), 37.

measure proficiency. The form of assessment may be used for a variety of goals.¹³

Goals, Purposes and ways of reading Assessment

Goals of assessment	Purposes	Ways of Assessing
Motivate	Encourage learning	Reading logs Book report Comprehension tests
Measure achievement	Monitor progress Guide teaching Provide feedback to the learner Award a grade	Comprehension tests Speed reading graphs
Diagnose Problems	Isolate reading difficulties. Provide focused help.	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests
Measure Proficiency	Award a grade See if standards are achieved.	Comprehension tests Cloze tests Speed reading tests.

In this case, the researcher uses the first goal for assessing reading comprehension. It is the measuring

¹³ I.S.P Nation, Jonathan Newton, *Teaching ESL/EFL Reading and Writing* (New York : Routledge, 2009), 76.

achievement focus on the learning done in a particular course, the course has focused on reading academic texts then the achievement measure could be a comprehension using academic texts with features main idea (topic), phrases in context, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), supporting idea, vocabulary in context.¹⁴

Comprehension tests can use a variety of question forms and can have a variety of focuses :

a. Pronominal Questions Imperatives

These questions requires learner to make a written answer which can range in length from a single word to several paragraphs.

b. True/False, Yes/No, Alternative Question and Multiple choice

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners choose their answer.

c. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of a text.

From the variety of reading test above, the researcher will use multiple-choice for instrument of this research as assessing reading.

¹⁴ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco State university : Longman, 2004), 206.

B. Report Text

1. Definition of Report Text

Report genre writing seemingly is one of the most common writings done by the students for academic purpose. Report text is to describe the way things around our environment are described.¹⁵

Gerot and Wignell say that report is a text which can be written our with descriptive technique. It describes an object to the reader. A report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.¹⁶

Report genre usually tells the natural or non-natural phenomena or even social phenomena. This genre writing is a kind of descriptive writing; however, it is not really descriptive because it provides the information dealing with the natural or non-natural phenomena.

This is also not a matter of procedure or process genre because it does not tell the process of a phenomenon such as how volcano occurs, how drought happens, or how the global warming take place. It tends to describe and provide information about the cases scientifically and academically in order to improve knowledge of the reader.

¹⁵ Wy. Dirgeyasa, *College Academic Writing a Genre Based Perspective* (Jakarta : Kencana, 2016), 70.

¹⁶ Friska Pestaria, Bloner Sinurat and Selviana Napitupulu, "Student's Difficulties in Writing Report Text", *IOSR Journal of Humanities and Social Science*, Vol.XIX, No.1, (Feb, 2014) ,31.

2. Social Function

The social function of report text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.¹⁷ For the reader, the information provided in the report genre is actually also intended to provide additional information about the phenomena happening either natural or non-natural or even social-issues such as composite index, political party, gadget, etc.

3. Generic Structure

As it is known that every type of genre writing has its own characteristics, the report genre text also has its own characteristics. The rhetorical structure of the report text consists of :¹⁸ topic or title, the general statement or general classification and description. However, in many cases, the generic structure of report genre may consist of two elements they are :

- a. General Classification : tells what the phenomenon under discussion is.
- b. Description : tells what the phenomenon under discussion is like in terms of part, qualities, habits or behaviour, if living : uses, if non-natural.

¹⁷ Wy. Dirgeyasa, *College Academic Writing a Genre Based Perspective* (Jakarta : Kencana, 2016), 71.

¹⁸ Dirgeyasa, *College Academic Writing*, 71

4. The Language Feature

In general, the common gramatical patterns of report text include :¹⁹

- a. It uses technical language related to subject.
- b. Uses formal and impersonal language.
- c. It has many “being” and “having” verbs.
- d. It tends to use the declarative sentence (positive and negative).
- e. It uses the present tense (it is dominantly used in order to uncover the realities and/or general facts).
- f. Passive sentences are also often used.
- g. It uses the verbs describing and classifying (is, are, has, have, belongs to).

Another explain that language features of report text are :²⁰

- a. Focus on generic participants.
- b. Use of relational process to state what is and that which it is. These relational processes have largely been written about abstractly and even metaphorically, however, rather than in terms of specific exchanges at the local level of the interaction, such as: be, feel, become, remain, turn into, grow into, seem, appear, look, measure, function as, mean, make, include, form, express, consider, have/has and need.

¹⁹ Wy. Dirgeyasa, *College Academic Writing a Genre Based Perspective* (Jakarta : Kencana, 2016), 72.

²⁰ Friska Pestaria, Bloner Sinurat and Selviana Napitupulu, ” Student’s Difficulties in Writing Report Text”, *IOSR Journal of Humanities and Social Science*, Vol.XIX, No.1, (Feb, 2014), 31.

- c. Use of simple present tense.
- d. No temporal sequence.

C. Collaborative Strategic Reading

1. Definition Of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading is one of several strategy for helping student understand a text. It was found developed by by Klingner and Vaughn in 1996. They demonstrated that CSR provided positive support for student learning and students made significant improvements in different aspects of reading abilities.²¹ According to Klingner the definition of Collaborative Strategic Reading (CSR) as follows :

Collaborative Strategic Reading is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning. Students working in groups are taught to activate prior knowledge, make predictions, monitor comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text. Group work is organized around cooperative learning principles with each student in a group assigned a responsibility for the task.²²

Collaborative is strategies for helping students understand text. According to Thomas E. Scruggs and Margo A. Mastropieri in his book that Collaborative strategic reading is one of several multicomponent reading comprehension instruction models that include strategies for summarizing

²¹ William Grabe, *Reading in a Second Language : Moving From Theory to Practice* (Cambridge: Cambridge university Press, 2009), 233

²² William Grabe, *Reading in a Second Language : Moving From Theory to Practice* (Cambridge: Cambridge university Press, 2009), 233.

information, asking and answering questions, comprehension monitoring and peer discussion.²³

In another definition Collaborative Strategic Reading is a set of comprehension strategies that have been put together in a “ system” to assist students who maybe at different levels, who have learning dissabilities.²⁴

Collaborative Strategic Reading (CSR) is an instructional framework that can help students to understand all texts that they read.²⁵ In Collaborative Strategic Reading the teacher presents strategies to the class as a whole using modeling, role play and think alouds. Students are explicitly taught to apply strategies involving why, when and how events occur in the text they are reading.²⁶

The writer assumed that Collaborative Strategic Reading is strategies that helps students to improve their reading comprehension, increasing vocabulary, working cooperatively with their groups and increasing coconceptual learning in ways that maximiez student participation.

The concept of CSR is engaging students to work in small cooperative groups (3-5) and apply four reading strategies

²³ Thomas E.Scruggs and Margo A. Mastropieri, *Literacy and Learning* (Bingley: Emerald Group Publishing, 2010), 207.

²⁴ Jeanne Shay Schumm, *Reading Assessment and Instruction For All Learners* (London : Guilford Press, 2006), 269.

²⁵ William N.Bender and Martha J.Larkin, *Reading Strategies for Elementary Students with Learning Difficulties* (California : A SAGE Company, 2009), 180.

²⁶ Jack M. Fletcher, *Learning Dissabilities : from Identification to Intervention* (New York : The Guildfod Press, 2007), 202.

: preview, click and clunk, get the gist and wrap up.²⁷ The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.

2. Component of Collaborative Strategic Reading (CSR)

CSR comprises four key reading comprehension strategies : first students *preview* a passage before reading. During reading, students monitor their understanding by recording *Clunks* or unknown words or concepts. Then, students write a brief *gist* (main idea) reading. After reading, students *Wrap up* by asking and answering questions and by writing down one or two of the most important ideas from the passages.²⁸

The four strategies students learn as apart of CSR and describe them in more detail later :²⁹

- a. Preview Prior to reading a passage, students recall what they already know about the topic and predict what the passage might be about.
- b. Click and clunk : students monitor comprehension during reading by identifying difficult words and concepts in the pasage and using fix-up strategies when the text does not make sense.

²⁷ Mohamad Jafre Zainal Abidin, “ Collaborative Strategic Reading within Cognitive and Metacognitive Strategies Perspectives”, *European Journal of Business and Management*, Vol.4, No.1 (2012), 62-63.

²⁸ Thomas E.Scruggs and Margo A. Mastropieri, *Literacy and Learning* (Bingley : Emerald Group Publishing, 2010), 208.

²⁹ Jannete K. klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (London : The Guilford Press, 2007),143.

- c. Get the gist : during reading, students restate the most important idea in a paragraph or section.
- d. Wrap-up : after reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

The CSR reading strategies include the following :

1) Preview

Preview is conducted before reading strategy. This is the first strategy in Collaborative Strategic Reading. Students preview a passage before reading. They connect what they get from a quick look at the title, heading, picture, and use their prior knowledge during brainstorm. Students also make predictions about what they might learn.

Thomas E. Scruggs and Margo A. Mastropieri in their book suggest that the students must look at : a) the title, headings and sub headings, b) words that are italicized, bold or underlined; c) pictures, table, and graphs; and d) any question and key information highlighted in the columns. They are trying to find out :³⁰

- a) What the passage is mainly about
- b) Who the passage is mostly about
- c) When the events in the passage take place
- d) Where the events in the passage take place

³⁰ Thomas E. Scruggs and Margo A. Mastropieri, *Literacy and Learning* (Bingley : Emerald Group Publishing, 2010), 208.

Students preview the entire passage before they read each section. The goals of previewing are : ³¹

- a) For students to learn as much about the passage as they can in a brief period of time (2-3 minutes).
- b) To activate their background knowledge about the topic, and
- c) To help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

When students preview before reading, they should look at headings to help them to do two things : brainstorm what they know about the topic and predict what they will learn about the topic.

2) Click and Clunk

It is the second strategy for improving students reading comprehension and conducted during reading. Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: “ click, click, click” – comprehension clicks into place as the reader proceeds smoothly through the text. When

³¹ Mohamad Jafre Zainal Abidin, “ Collaborative Strategic Reading within Cognitive and Metacognitive Strategies Perspectives”, *European Journal of Business and Management*, Vol.4, No.1 (2012), 62-63.

a student comes a word, concept, or idea that does not make sense, “clunk” comprehension breaks down. For example, when students do not know the meaning of a word. It is a clunk.

The students use “clunk cards” as prompts to remind them of various fix-up strategies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea :

- a) Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- b) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- c) Look for a prefix or suffix in the word.
- d) Break the word apart and look for smaller words you know.

The fix up strategies above can help students to overcome their clunk become click. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding.

3) Get The Gist

It is the third strategy and still conducted during reading. Students learn to “get the gist” by identifying the most important idea in a section of text (usually a paragraph).

The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned. According to Thomas E. Scruggs and Margo A. Mastropieri, there are three steps to get the gist :³²

- a) What is the most important who or what in this section.
- b) What are the most important ideas we have read about this who or what ?
- c) How can we condense these ideas into a gist statements ?

When the students “get the gist”, prompt them to identify the most important person, place or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

4) Wrap up

It is the last strategy for improving students reading comprehension. Wrap up is used after reading the entire lesson text and help students to generate question and answer the learned material.

³² Thomas E. Scruggs and Margo A. Mastropieri, *Literacy and Learning* (Bingley : Emerald Group Publishing, 2010), 208

Wrap up is used after reading an entire passage as a way to make sure the students understand the most important ideas they have learned. Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what they was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question startes to begin their questions : who, what, when, where, why and how (5W and H).³³

CSR includes strategies such as cooperative learning, brainstorming and student review of what has been learned from reading. When applying CSR, the classroom teacher initially presents and models the strategies to the entire class. As students become more proficient, they form cooperative learning groups of four to six students (with varying reading abilities) that work together to apply the reading comprehension strategies.

According to Klinger on Thomas E.Scruggs and Margo A Mastropieri some strategies that have mentioned above can be describe as follow :³⁴

³³ Jannete K. klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (London : The Guilford Press, 2007),145.

³⁴ Thomas E.Scruggs and Margo A. Mastropieri, *Literacy and Learning* (Bingley: Emerald Group Publishing, 2010), 208.

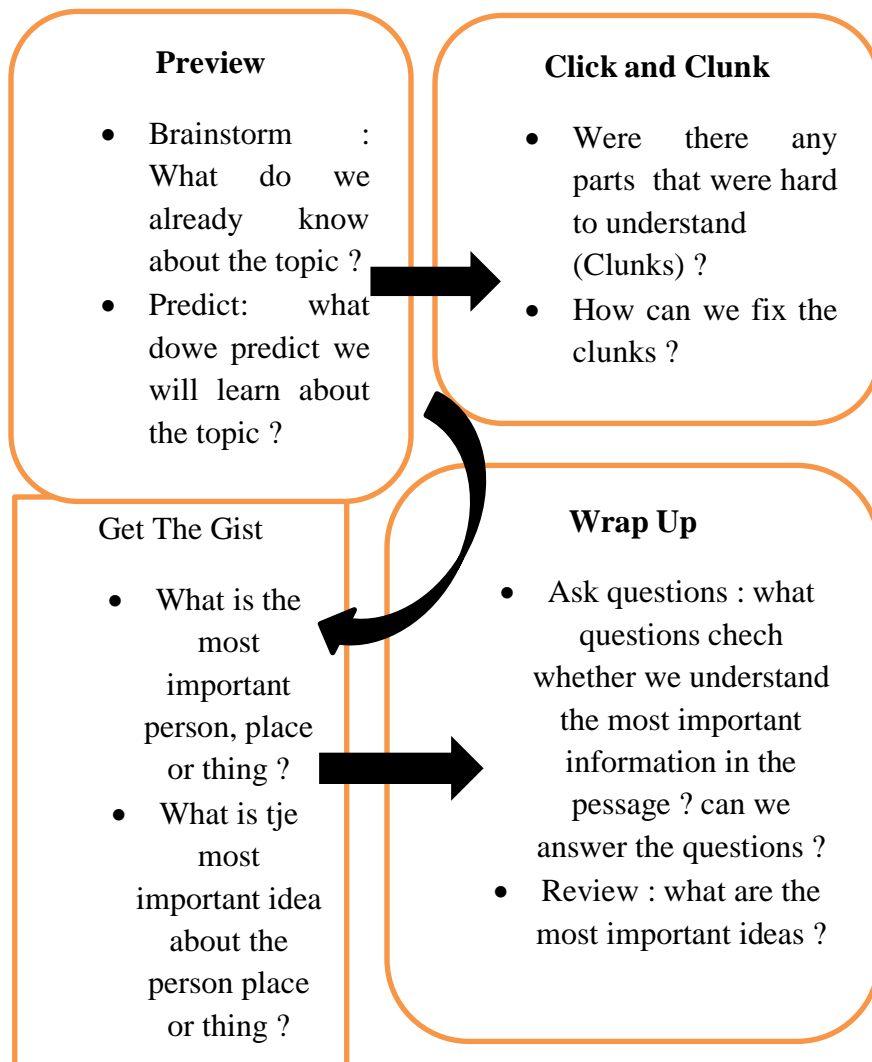


Fig. 1 CSR's Plan for Strategic Reading Includes Before, During and After Reading Strategies. (Klingner et al.,2010)

3. Procedure of Collaborative Strategic Reading (CSR)

Whether students learn the CSR strategies before the learning CSR's cooperative group roles or at the same time, it is

important to follow certain procedures for teaching each strategy :³⁵

- a. Tell students what the strategy is
- b. Explain how to implement the strategy , step by step
- c. Emphasize the importance and potential benefits of using the strategy.
- d. Model the strategy for the students using a think aloud procedure.
- e. Provide multiple opportunities for guided practice in the strategy as a whole class, in small groups, or in pairs. Support students by prompting them to complete steps they might have missed or by assisting them to complete steps. Reexplain steps of the strategy as needed.
- f. Give students opportunities to practice the strategy independently, with feedback and support as needed. Gradually fade assistance until students can apply the strategy on their own.
- g. Make available a list or chart of the steps of the strategy as a reminder, if needed. In CSR, cue cards can serve this purpose. Chart-sized version of the cue cards be posted on the wall.
- h. Ask students to self-evaluate how well the strategy works for them.

³⁵ Thomas E.Scruggs and Margo A. Mastropieri, *Literacy and Learning* (Bingley: Emerald Group Publishing, 2010), 214-215.

4. The Role of Collaborative Strategic Reading

Cooperative learning groups are an essential feature of CSR. In other words without group work, the strategies applied in CSR would not really be part of “Collaborative Strategic Reading”. When teaching students how to use the CSR strategies while working in cooperative learning groups, we suggest emphasizing that they have two responsibilities : to make sure they understand what they are reading and to help their group mates do likewise.

Use the role cards to remind them what to say in their group and also to prompt them of the features of each strategy. With CSR, students discuss what they have read assist one another in the comprehension of the text, and provide academic and affective support for their classmates. With CSR everyone has a chance to try out all of the rules. These roles may include :

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Leader : leads the group in the implementation of CSR by indicating what to read next and which strategy to apply. Calls on students to respond; keeps students on task.

Clunk Expert : uses Clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

³⁶ Jannete K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (London : The Guilford Press, 2007), 146.

Gist Expert : Guides the group toward the development of a gist and determines that the gist contains the most important ideas but no unnecessary details.

Question Expert : Guides the group in generating questions to make sure they understand the most important ideas they have learned.

Timekeeper : keeps track of time and lets the group know how much time they have for each strategy or section of text.

Encourager : watches the group and gives feedback. Encourages all group members to participate and assist one another. Evaluates how well the group has worked together and gives suggestions for improvement.

Brown and Day creates some rules for teaching students to summarize :³⁷

- a. Teach students to omit insignificant information and redundant information
- b. Teach students how to create general labels for specifics
- c. Teach students to identify explicit main ideas.
- d. Teach students how to express implicit main ideas.

5. Collaborative Strategic Reading's Learning log

CSR is unique in its emphasis on structuring peer discussion through the use of cooperative learning roles and procedures. In their cooperative groups, students are given expert roles so that each member is responsible for guiding the

³⁷ Jeanne Shay Schumm, *Reading Assessment and Instruction For All Learners* (London : Guilford Press, 2006), 269.

learning as the groups utilizes their before, during and after reading that consist of *preview, click and clunk, get the gist and wrap up*.

To know thw effect of Collaborative Strategic Reading (CSR) on reading, the teacher can uses this learning log or assignment as follow :³⁸

Table 2.1. CSR Learning Log

Today's Topic _____ Date _____ Name _____

Before Reading	After Reading
PREVIEW (What I Already know about theTopic)	WRAP UP (Questions about the Important ideas in the Passage)
What I predict I will Learn	What I Learned

³⁸ Jannete K. klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (London : The Guilford Press, 2007), 148.

During Reading	
CLUNKS	GIST

From Jannete K.Klingner, Sharon Vaughn and Alison Boardman. Copyright 2007 by The Guildford Press.

This Learning log with each approach students learn to apply different strategies before, during and after reading. They learn through modeling, explicit instruction and guided practice. Each approach has been found to be effective for improving the reading comprehension of students with learning disabilities as well as other students.

6. The Advantages of Collaborative Strategic Reading (CSR)

CSR has been used in teaching and learning due to its benefit such as enhancing motivation, critical thinking skills, collaborative learning, a positive attitude, group work and social skills.³⁹

³⁹ Fawaz Alqarni, "Collaborative Strategic Reading to Enhance Learner's Reading Comprehension in English as a Foreign Language", *Academic Journal of Interdisciplinary Studies MCSEER Publishing, Rome-Italy*, Vol.4.No.1 (2015), 165

Collaborative strategic reading (CSR) promotes reading comprehension and content learning with support from other learners.⁴⁰ Using Collaborative has the advantages for students such as brainstorming, monitoring understanding, finding the main concept, generating questions and reviewing key ideas. Another Advantages of CSR can described as follow :

- a. CSR benefits all students and works well in heterogeneous classrooms.
- b. CSR combines reading comprehension strategies with collaborative learning strategies – fulfills a wide range of curriculum requirements.
- c. CSR employs the same strategies for a variety of texts, teaching students a method and not simply content.
- d. CSR requires increasingly less guidance and participation from the instructor as students become self-directed learners.
- e. CSR can be easily modified to suit higher grade levels or specialized classrooms.

D. Previous Study

Before conducting this experimental research the researcher tried to find previous studies dealing with reading comprehension by using CSR. those previous studies are important for the researcher to know whether is similar with this title or no, this previous studies are :

⁴⁰ Judy.S Richardson, Raymond F. Morgan, Charlene Fleener, *Reading to Learn in the Content Areas* (Belmont : Wardsword Cengage Learning, 2009), 432.

1. Fitri, A. (2010). The Effectiveness of Collaborative Strategic Reading (CSR) on the Reading comprehension Achievement of the fourth Semester Students of PGSD Suryalaya, west Java Indonesia. This research investigated the effectiveness of Collaborative Strategic Reading (CSR) Towards Students' Reading Comprehension Achievement by using quasi experimental research design with 56 intact students of PGSD Suryalaya, West Java, Indonesia. The result showed that means score between CSR and conventional reading activities are significantly different. It means that the CSR is effective to increase student's reading comprehension achievement.
2. Klingner & Vaughn (1998) The first study using CSR as conducted with 26 seventh and eight grades with low learning abilities who used English as a second language. In this study, students learn to use modified reciprocal teaching methods in cooperative learning groups (brainstorm, predict, clarify words, and phrases, highlight main idea, summarize main ideas and important detail, and ask and answer the questions). The researchers found that CSR was effected in improving reading comprehension for most of the students with low learning abilities.

CSR also was implemented with fourth grades with a wide range of reading levels. Students in the CSR groups significantly out performed those in the control group on comprehension. In a subsequent study, fifth grade students were taught to apply CSR by trained

classroom teachers during English as a Second Language (ESL) science classes. It was shown that the students significantly increased their vocabulary from pre-test to post test. Furthermore, Students in CSR groups spent greater amounts of time engaged in academic related strategic discussion and assisted one another while using CSR.

3. Fan, Y.C. (2010) . Implementing Collaborative Strategic Reading (CSR) in an EFL context in Taiwan. This research conducted on 110 Taiwanese students from two intact classes. The purpose of the research to investigate the impact of CSR towards EFL Taiwanese students' reading comprehension. Mixed method is used as a research design. The questionnaire and standardised reading pre-test, post test and interview were used to gather the data. The research findings showed that the statistical result confirm CSR is more effective than the traditional teacher-led reading approach which focusses on vocabulary and grammar teaching in improving the student's reading comprehension scores. The findings indicated that CSR had a positive effect on the Taiwanese university learners reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details.

Based on previous study above the writer find different ways that Fitri focus on students reading comprehension achievement while the writer focus on students reading

comprehension an English text. beside that this reserach different with Klingner that Klingner take the low students learning abilities. In this research the writer present quasi experimental method same with Fitri and Fan Y.C but with different subject. The subject of Fitri's Research are the fourth semester students of PGSD Suryalaya, west Java Indonesia, the subject of Fan's research are Taiwanese students as EFL Language. While The researcher takes subject at the second grade of SMAN 1 Baros. another different with Fan's research is in collecting the data. He takes 3 ways for collecting the data but the writer takes two ways, there are interview the English teacher and give test (Pre test and post test) for collecting the data.