

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Skill

1. Definition of Reading

As we know to teaching language we must know about reading, because with reading, we can speak, write, read, and to improve the reading comprehension the teacher or students has some method to improve it. Students need to read book for increasing their knowledge. By reading, we know information or events that are occurred in the past time, and the present. So, reading is very important in education.

Reading may be defined as an individual's total inter relationship with symbolic information. Reading is a communication process requiring a series of skills. Such as reading is a thinking process rather than an exercise in eye movements. Reading is one of the key skill in language learning.¹ Reading is useful for language acquisition. Provided

¹Michelle Maxom, *Teaching English as a foreign language for Dummies* (England, Wiley, 2009), 139.

that students more or less understand what they read, the more they read, the better they get at it.

Meanwhile, Christine Nuttal views reading as means getting out the text as nearly as possible the message the writer into it.”² It is the process between writer and reader. The reader tries to understand the meaning intended by the writer.

Reading is not just how to read written symbols. But is also how to comprehend the written symbols. Richard R. Day says that reading is using knowledge to come to comprehension³ Comprehension is understanding of meaning material and covering conscious strategies that lead to understanding the process of reading deals with language form, while comprehension as the end product deal with the language form, while comprehension as the end product deal with the language content.

Anthony, Pearson and Raphael, also quoted by Thomas S. C. Farrel , they say, “Reading is process of constructing meaning through the dynamic interaction among The readers’

²Christine Nuttal, *Teaching Reading Skil in Foreign Language*. New Edition, (London: Heinne Mann, 2004), 4.

³Richard R.Day, *New Ways in Teaching Reading*, (Virginia: pantagraf, 1993), 43.

existing knowledge, the information suggested by the written language, and the context of the reading situation.”⁴ From the statement, means the reader both use their previous knowledge or schemata and experience of the topic when trying to understand the meaning of a passage and use the text itself for information of a topic.

From all definitions, it seem that reading is a process of identifying printed symbols and in the meantime interpreting and understanding them based on the reader ‘s schemata, language skills and the context of a reading situation.

2. Purpose of Reading

Here we focus on the importance of purpose in a private reading and the range in different purposes for which individuals read. There is evidence that there is a close relationship between reading purposes and text; reading for pleasure typically, though not always, determines the choices of a text that is narrative and or literary in style. In addition, there is also relationship between reading purpose and the types

⁴Thomas S.C. Farrel. Willy A. Renandya and Jack Richard editor. RELC Portofolio Series 6. *Planning Lessons for a Reading class*. Seamo Regional Language Centre. (Singapore, 2002), 1.

of reading for example: skimming, scanning, skipping, and getting the gist. In order facilitate each students purposes, a preliminary summary of different reading purposes is presented below.

Every students has their own purpose to read something. To determine in which type does you include, this is type of reading purpose:⁵

a. Reading for pleasure:

- To follow a narrative
- To enjoy the ‘sound’ and the rhythm of literary text

b. Reading for a general impression

- To gain an idea of the writer’s viewpoints
- To gain an overall impression of the ‘tone’ of a text.
- To decide whether or not to read the text

c. Reading for organizing reading and study

- To identify the important content of text
- To answer a specific questions
- To decide which section of a text to start studying

⁵Tarihoran and Rachmat, *Basic Reading*, 6.

d. Reading for learning content or procedure

- To gain an understanding of new concepts
- To learn certain facts from text
- To follow instructions

From these particular reading purposes, as English education Department students, it must be used to read everything, everywhere. Because with reading aloud you can get new information and new knowledge.

3. Kind of Reading

We need to make a distinction between extensive and intensive reading.

Extensive Reading : Reading longer text usually for one's own pleasure. This is a fluency activity, mainly involving global understanding .⁶ Extensive Reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspaper, magazines or any other reference material. Where possible, extensive reading should involve reading for pleasure what Richard Day calls joyful reading. This enhanced if students

⁶Francoise Grellet, *Developing Reading Skill*, (Cambridge: University press, 1981), 4.

have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences. Although not all students are equally keen on this kind of reading, we can say with certainty that the ones who read most progress fastest.⁷

Intensive Reading : reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail.⁸ Intensive reading, on the other hand, refers to the detailed focus on the constructions of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspaper, plays, and wide range of other text genres (that is style or types of text). The exact choice of genres and topics may be determined by the specific purposes that students are studying for (for as business, science, or nursing). In such cases, we may well want to concentrate on texts within their specialities.

Intensive reading is usually accompanied by study activities, we may ask students to work out what kind of text

⁷Jeremy Harmer, *How to Teach*, 99.

⁸Grellet, *Developing Reading*, 4.

they are reading, tease out details of meaning look at particular uses grammar and vocabulary. And then use the information in the text to move on to other learning activities we will also encourage them to reflect on different reading skills.⁹ Based the explanation the reader can easily understand what the text that she/he short story about. Because by these main ways the reader can faster find the information, she/he need intensive guidance, like from teacher, parents or other people around them.

4. Reading skill and Strategies

To come to reading comprehension, the reader also needs to have some skills and strategies which are called two processing strategies to comprehend a text, those are *top-down* and *bottom up*.

Top down argues that reader activates his/her knowledge of the world, and past experienced expectations and institutions, to arrive at a meaning of the text.¹⁰

This top-down process can be explained as follows, the reader first looks at a passage or a text, then he/she guesses or

⁹Jeremy Harmer, *How to Teach*, 100.

¹⁰Jo, Mc. Donough, and Christopher Shaw, *Material and Method ELT*, (Oxford: Blackwell, 2003), 136.

predicts what the text will be about (based on their prior knowledge and experience of the topic) after reading the titles, the headings and sub headings. The reader then continues read the text seeking confirmation about the topic, therefore, readers fit the text into knowledge and experience they already hold.

Bottom up means the reader not just try to decipher the meaning of individual lexical items but will also have clear ideas about the overall rhetorical organization of text.¹¹ The essential features of the bottom-up strategies are that the readers tried to decode each individual letter encountered by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at a meaning of the text.

The *bottom-up* strategies can be explained as follows; when people read, they extract the prepositions from the text. This is where the reader chunks the sentences into constituents and construct the prepositions from there. Comprehension then depend on the prepositions that have been extracted and these serve as the basic of what readers understand and recall.

¹¹Donough and Shaw. *Material and method*, 138.

The *top-down* application is developed through building background knowledge of the text content (content schemata), and *bottom-up* application is developed through examinations of the text structure (formal schemata).¹² The skilled reader will combine these two strategies to understand a reading text. s/he will use his/her background of knowledge to catch the writer's idea. If s/he thinks that there are some difficulties in comprehending the text because of some unknown vocabularies, s/he will use the textual information as the clue. It has been become known as interactive process.¹³

In addition, as we know, based on the reason we read is developmental reading, which is to improve student's reading a foreign language skill, needed some strategies and skill that divided into two aspects those are mechanical and comprehension aspects.

Mechanical aspect deals with the things such as the developmental of good eye movement habits, the developmental of good postural habits while reading, the

¹²Gusti Atika, *Reading in Language Teaching and Research*, (Salatiga: Widya Sari press, 2007), 229.

¹³Mariane Celce Murcia, (ed.), *Teaching English as a Second or Foreign Language*, (Boston: Heinne and Heinle Publisher, 1991), 197.

development of the volume, pitch intonation and expression in reading aloud and development of speed and fluency in silent reading. The Comprehension aspects concerns with the acquisitions of a rich and accurate vocabulary and learning on how to find and understand main ideas, how to find specific information, how to make inference and how to grasp the sequence of events.

Both of the mechanical and comprehension aspect in developmental reading include some ways of reading, those are reading aloud, silent reading, skimming, and scanning.

Reading aloud used to be one of the normal methods for giving pupil language practice, quite regardless of its value.¹⁴ A lesson used to begin with pupils reading a passage aloud, usually before they knew what it was about or understood it properly. Pronounce mistakes are encouraged by this method. There is often little time for much reading aloud.

Silent reading is the skill that the students needed in order to be able seize the gist of the passage in the books they

¹⁴ Donn Byrne, *English Teaching Extra*, (London: Longman Grouping, 1976), 97.

have study,¹⁵ in order to be able to find out what some experts have said on some subject and in order to be able to read quickly through books which will not repay careful study, yet which will enlarge one's ideas or in some other way are worth attention

Skimming is used to get general idea or information. Skimming involves very superficial, rapid reading to get a general overall impression.¹⁶ Skimming enables student to select content that they want to read and discard that which is inconsequential for their purposes. Skimming permits the students to gain a general idea about the material when that is their purposes, rather than to read all material in detail. One of useful skimming technique is to read only the first sentence of each paragraph and read the introduction or summary more carefully.

Scanning is used to find specific information that reader need.¹⁷ Scanning involves rapid reading to find the answer to a very specific question, such as a name, a date, a telephone

¹⁵ Byrne, *English Teaching*, 100.

¹⁶ Albert J. Harris and Edward R Sipay, *How To Increase Reading Ability*, Sixth Edition, (New York: David McKay Company Inc., 1975), 477.

¹⁷ Harris and Sipay, *How To Increase*, 480.

number, and so on. Scanning enables students to locate specific information without reading all the material around it. In scanning, a reader should have purpose in order to find specific information needed because when scanning the reader only tries to locate specific information and s/he simply let his eyes over the next until s/he what s/he looking for.

5. Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning¹⁸. The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explained about the term of teaching reading which may be further discussed here. Nuttal states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native

¹⁸Douglas Brown, *Principles of Language Learning and Teaching*, London: Longman Publishing Group, 2000 , 7.

speaker, is to make them be able to understand the text when they deal with the foreign language.¹⁹ They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

The process of teaching and learning English has characteristics. These characteristics lead the process to be a successful process if the teacher applies them well. According to Davies and Pears, there are some characteristics of effective English teaching and learning.²⁰ These characteristics lead the process to be a successful process if the teacher applies them well.

- a. Related to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

¹⁹ C Nuttall, *Teaching reading skills in a Foreign Language*, London: Heinemann Educational books, 1982. 21.

²⁰ Davies and Eric Pears, *Success in English Teaching*, Oxford: Oxford University Press. 2000

- b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.
- c. The class should use the variety of seating arrangements.
- d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

6. Assessing Reading

According to Grellet, reading involves some activities such as guessing, predicting, checking and asking oneself question.²¹ It means that, students have to use all their ability to get the points of the text during teaching reading since the aim of reading is to comprehend the text. Reading comprehension can be defined as an activity to understand the contents of the text by integrating all information from the text. Reading comprehension is not only focus on understanding the content but also focus on understanding the message of the text that

²¹F Grellet., *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*. (Cambridge: Cambridge University Press, 1996), 8.

including general information and specific information of the text.

Specific information is information which stated explicitly in the text. The information is used to support the main idea of the text. Specific information covers word comprehension and sentence comprehension. In word comprehension, the reader will understand the text from every single word in a sentence. According to Grellet if the reader does not understand some words of the passage, some of the facts and ideas will probably escape him.²² So, the reader has to know the meaning of every single word in the text when they are read. The next is sentence comprehension. Sentence comprehension is understanding the meaning of the whole text in order to get the message from the text.

General information is information which stated implicitly in the text. General information covers paragraph comprehension and text comprehension. According to Bram a paragraph is a group of sentences which contains relevant

²²F Grellet., *Developing Reading Skill: A Practical Guide*, 15.

information about one main or central idea.²³ As mentioned above, in paragraph comprehension the reader have to relate one sentence to another in order to get the main idea of the paragraph. On the other hand, text comprehension is understanding the whole text.

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example).²⁴ Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than this.

The assessment of reading comprehension is a critical component of any national research effort aimed at improving our understandings about what is reading comprehension and how it can best be taught.²⁵

Assessment is also has the benefit for students of learner, and for the teacher, such as that state by Andrew D. Cohen.

²³B Bram, *Write well*, (Yogyakarta: Kanisius, 1995), 13.

²⁴Jannete K Klinger, et al., *Teaching Reading Comprehension to students with Learning Difficulties*, (New York, The Guilford Press, 2007), 12

²⁵Scott G Paris and Steven A Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey, Lawrence Erlbaum Associates, 2005), 3

Quizzes, test, and all of assessment have the benefits.²⁶ The benefit of The assessment for the students is make a students motivated to pay attention for the materials.

B. Collaborative Strategic Reading (CSR)

1. Definition of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn in 1998.²⁷ They state that “Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching students’ reading comprehension and building vocabulary and also working together cooperatively”²⁸ it means that Collaborative Strategic Reading (CSR) is a technique that can improve students reading comprehension, increase their vocabulary, and also enhanced cooperative skills during ready activity.

Meanwhile, Bremer et al. stet that “Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: (a) modified

²⁶Andrew D. Cohen, *Assessing Language Ability In The Classroom*, (Boston, Heinle & Heinle Publisher 1994), 13

²⁷Christine D. Bremer, et al, *Collaborative Strategic Reading (CSR): Improving Secondary Students’ Reading Comprehension skills*, (Research to Practice Brief, volume 1, 2002), 1.

²⁸Janette K. Klinger and Sharon. Vaughn, *Using Collaborative Strategic Reading*, *The council for Exceptional Children*, july/Aug, 1998, 32.

reciprocal teaching, ad cooperative learning or student pairing.²⁹

In this statement, reciprocal teaching means teacher and students are working together in summarizing, Questioning, Clarifying, and predicting the reading materials.

Initially, the teacher presents the strategies to the whole class using modeling, role playing, and teacher think-aloud.³⁰ The concept of this strategy is engaging students to work in small cooperative groups and applying four reading strategies: *Preview*, *Click & Clunk (fix-it strategies)*, *Get the Gist (main idea)*, and *Wrap Up (summarizing and questioning strategies)*.

Klinger and Vaughn describe the four strategies as follows:

- a) *Preview*: prior to reading, students recall what they already know about the topic and to predict what the passage might be about.
- b) *Click and clunk*: during reading, students monitor comprehension by identifying clunks, or difficult words and

²⁹Bremer, et al, *Collaborative Strategic Reading* 1.

³⁰Dian Novita, *The Effectiveness of Collaborative Strategic Reading (CSR) for teaching Reading Comprehension at Muhamadiyah University of Sidoarjo*, 4. Retrieved on January 2012

concepts in the passage, and using fix-up strategies when the text does not make sense.

- c) *Get the Gist*: During reading, students restate the most important idea in 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.³¹

During Collaborative Strategic Reading (CSR), students are divided into small group consist of 4-6 students each group, and perform a different role.³² In this technique, role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned roles in collaborative Strategic Reading (CSR) lessons that they must fulfill together.

Possibles roles include the following:

- a) *Leader* : Tells the group what to read next and what strategy to use next.

³¹J. K. Klinger and S. Vaughn, *The Helping Behaviors of Fifth Gragers While Using Collaborative Strategic Reading During ESL Content Classes*, (TESOL Quarterly, volume 34 No. 1, 2000), 73.

³²Klingner and Vaughn, *The Helping Behavior*, 73.

- b) *Clunk Expert* : Uses clunk cards to remain the group of the steps to follow when trying to figure out the meaning of their clunk(s).
- c) *Gist Expert* : Guides the group toward getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details.
- d) *Announcer* : Calls on group members to read a passage or share an idea.
- e) *Encourager* : give feedback and encourages all group members to participate and assist one another.
- f) *Timekeeper* : Sets the time for each portion of CSR.³³

In Collaborative Strategic Reading (CSR). All students are actively involved, and everyone has the opportunity to contribute as group members understand the text with CSR. Meanwhile, the role of the teacher in CSR is connecting each group, clarifying the clunks, and providing assistance.³⁴

³³ Klingner and Vaughn, *The Helping Behavior*, 73-74.

³⁴ Bremer, *Collaborative Strategic*, 6.

2. Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin, “The goals of CSR to improve reading comprehension and increase conceptual learning in ways that maximize students’ involvement.³⁵ It means that Collaborative Strategic Reading is Designed to help students to be successful and to maximize students’ contributions in improving reading comprehension. In addition, the aim of CSR is “to enhance reading comprehension skill for students with learning disabilities and students at risk for reading difficulties.³⁶ it is line with Klinger who said that “Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning and behavior problems, included in general education classroom.³⁷

³⁵M. J. Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategies Perspective*, European Journal of Business and management, vol. 4. No. 1, 2012, 62.

³⁶Abidin, *Collaborative Strategic*, 62

³⁷J. K. Klingner, et.al, *Collaborative Strategic Reading: “Real-world Lessons from Classroom Teacher*, Remedial and Special Education, vol25, no 5, 2004, 292

Furthermore, M. J. Z. Abidin describe the benefit of Collaborative Strategic Reading (CSR) as follow.³⁸

- a) Promoting student and academic achievement
- b) Increasing students retention
- c) Enhancing students satisfaction with their learning experience
- d) Helping students developed skills in oral communication
- e) Developing students' social skill
- f) Promoting students' self-esteem
- g) Helping to promote positive race relation

In sum up, the objective of Collaborative Strategic Reading (CSR) is to facilitate the students in improving their reading comprehension by working together in groups and to better understand the material in their reading assignments.

3. Procedure of Collaborative Strategic Reading (CSR)

CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or students pairing.³⁹

³⁸ Abidin, *Collaborative Startegic*, 65.

³⁹Bremer, *Collaborative Strategic*, 2.

a. Phase 1. Teaching the strategies

In this phase, students learn four strategies: *preview*, *click and clunk*, *get the gist*, and *wrap-up*. *Previews* is used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire the text for the lesson. The other two strategies, *click and clunk* and *get the gist*, are used many times while reading the text, after each paragraph or two.⁴⁰

Here the CSR's plan for strategic reading according to Klingner and Vaughn:

(1). Before Reading***Preview***

- (a) Read : Title, Subtitle, Keyword
- (b) Brainstorm : what do we already know about the topic?
- (c) Predict : what do we think we will learn about the topic when we read the passage?

⁴⁰Klinger and Vaughn, *The Helping Behavior*, 73-74.

(2). During Reading***Click and Clunk***

- (a) Look for clunks : find word]s or ideas I don't understand.
- (b) Use fix-up strategies : Reread sentence with clunk, Reread sentence before and after clunk, look for cognate.

Get the Gist

- (a) What is the most important person, place, or thing?
- (b) What is the most important idea about person, place, or thing?

READ (Do steps 2 and 3 again, with all the paragraphs or sections in the passage)

(3). After Reading***Wrap Up***

- (a) Questions : what questions would show we understand the most important information? What are the answer to those questions?⁴¹
- (b) Review : identify the most important information.

⁴¹Klinger and Vaughn, *The Helping Behavior*, 33.

b. Phase 2. Cooperative learning groups roles

In cooperative groups, each students must have a key role and responsibility for their group success. They also need a preparation in order to work productively And effectively.⁴²

Bramer et al. describe the pocedures using groups as follow:

(1). Set the stage

First, the teacher assigns students to group. Each group should include about four students of varying ability. Then, the teacher assigns roles to students. Roles should rotate on a regular basis so that students can experience a variety of roles. Possible roles include a leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.

(2) Materials

The following materials may be helpful as a teacher assist students to use CSR and cooperative learning techniques.

(a) Reading Materials. When selecting reading materials for CSR, the following factors are

⁴²Novita, *The Effectiveness of Collaborative*, 4.

recommended for consideration: Providing clues that help students predict what they will learning, having one main idea in a paragraph, and providing context that helps students connect information

- (b) Clunk Cards. Each of the four clunk cards contain one fix-up strategy. Fix-up strategies included in the clunk cards are: Reread the sentence with the clunk an looks for key ideas to help you figure out the word – think about what makes sense, reread the sentence before and after the clunk looking for clues, Reread the sentences before and after the clunk looking for clues, Look for a prefix or suffix in the words that you know, and break the word apart and look for smaller words that you know.
- (c) Cue cards. Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with corresponding cue card that explains the steps be followed to fulfill that role.

- (d) Learning log. CSR learning logs serve two roles: (a) written documentation of learning, assuring, the individual accountability that facilitates cooperative learning, and (b) study guides for students.
- (e) Score card (optional) the scorekeeper in a group follows a cue cards to find out when to award points, and record these point on a score card.⁴³

Based on the explanation above, it can be concluded that in CSR, readers are engaged to generate their pre-existing knowledge by previewing overall look of the text while looking at non linguistics features such us; charts, picture and diagram. Through this process, the readers predict what they will learn from the text. CSR engages students to work in small group cooperatively, so they have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skill.

⁴³Bremer, *Collaborative Strategic*, 4.

C. Teaching Reading Using Collaborative Strategic Reading (CSR)

There are some steps in teaching reading by using CSR, but before involving students in Collaborative Strategic Reading (CSR), the teacher introduces the procedure of collaborative strategic reading with the benefit students get. Then, the teacher explains to the students that collaborative Strategic Reading would be helpful to improve their reading comprehension on narrative text. Furthermore, the teacher explains the basic rules in applying CSR in reading narrative text. The following steps in teaching reading narrative text by using Collaborative Strategic Reading (CSR) are:

1. The students divided into small groups which each groups consist five Or six members. After all students get a group they have to choose the role as a leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.
2. The teacher gives an instruction to practice reading activity using Collaborative Strategic Reading (CSR) including preview, click and clunk, get the gist, and wrap up.

3. The teacher controls all group when the students work and help if they found the problem.
4. The students show up and retell the text in front of the class and other students give their argument.
5. The teacher discuss the day's passage, review clunks, answer question, or share some review ideas after students have developed proficiency applying the strategies through teacher facilitated-activities.
6. The teacher makes an evaluation to the students, like the students should answer the questions based on text that have provided by the teacher; it can help the teacher to know students' achievement in reading comprehension on narrative text by using Collaborative Strategic reading (CSR) Technique.