**CHAPTER II**

**THEORETICAL FOUNDATION**

* 1. **Reading**

1. **The Definition of Reading**

Some people use the term of reading in different ways because they have different basic knowledge, diferent background, different purposes and also different reason when they are reading. Moreover, reading is the important means for reader to get information from a text they have never known before.

Reading is accommunication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eyemovements. Effective reading requires a logical sequence of thinking or thought pattern and these thought patterns require practice to see them into the mind.[[1]](#footnote-1) According to Harmer, reading is an activity that uses the eyes and the brain in which the eyes have function to get the message or information and to send the message to the brain and gets the message from the eyes and manages the message.[[2]](#footnote-2) In addition, Aeberson stated that “reading is what happens when people look at a text and assign meaning to the written symbols in that text.”[[3]](#footnote-3) It means that in activity of reading there is an interaction between what the reader looks of the text and what the author writes into printed symbols.

Meanwhile, Christine Nuttal views reading as means getting out the ext as nearly as possible the message the writer into it.[[4]](#footnote-4) It is the process between writer and reader the reader tries to understand the meaning intended by the writer.

Anthony, Pearson and Raphael, as quoted by Thomas S.C. Farrel said that “Reading is process of constructing meaning through the dynamic interaction among the reader existing knowledge, the information suggested by the written language, and the context of the reading situation.”[[5]](#footnote-5) It means, the reader both use 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 the explanations above reading is a thinking process to get or to send the information and there is an interaction between what the reader looks of the text and what the author writes into printed symbols. Reading also process to get the message from the text. The reader also use previous knowledge to constructing the meaning or to understand the meaning in the text .

1. **Purposes of Reading**

There is evidence that there is a close relationship between reading purposes and text reading for pleasure typically, thought not always, determines the choices of a narrative and or literary in style. In addition there is also relationship between reading purposes and the types of reading, for example: skimming, scanning, skipping, and getting the gist. Every student has reading purpose to read something. This is type of reading purposes :

1. Reading for pleasure
2. To follow narrative
3. To enjoy the sound and the rythme of literary text
4. Reading for general impresion
5. To gain an idea of the writer’s viewpoints
6. To gain an overall impression of the ‘tone’ of the text
7. To decide whether or not to read the text
8. Reading for organizing reading and study
9. To identify the important content of the a text
10. To answer a specific question
11. To decide which section of a text to start studying
12. Reading for learning content or procedure
13. To gain an understanding of new concepts
14. To learn certain facts from a text
15. To follow instructions[[6]](#footnote-6)

Meanwhile, Harmer stated that reading has some purposes:

* 1. Identifying the topic

In identifying the topic of the text, they get the topic by relating their own schemata; it will help them to get the idea about the text quickly and effectively.

* 1. Predicting and Guessing

The readers sometimes guess in order to try and understand what the text is about, especially if they have first identified the topic. And they try to predict what is coming and make assumptions about the content of the text. Then they try to relate their schemata with the text that they read.

* 1. General understanding

The readers have not to understand the text specifically, but they just understand the general idea of the text and they do not need to focus on details information. It is called as skimming. It means running your eyes over a text to get a quick idea of the gist of a text.

* 1. Specific information

The readers need the specific details that include in the text. It is called as scanning. For example the readers want to find the name of director or movie stars in a film review.

* 1. Detailed information

Sometimes the readers read in order to understand everything in details information. It is usually in written instructions or directions or description of scientific procedures. For example if someone writes an address and telephone number.

* 1. Interpreting text

The readers are able to get the meaning of the passage, using a variety of clues to understand what the writer is implying. The readers will be success in interpretation if they have schemata.[[7]](#footnote-7)

From purposes that stated above the writer concludes that the readers have their purposes in reading the written text based on what they need and what they want. The readers need to know the information of the text, such as news paper, magazines, or instruction book in using or making something, and to get specific information in answering the questions related to the text, and then to develop their vocabulary. Next, the readers want to get pleasure and enjoyment when read something.

1. **Kinds of Reading**

There are two different kind of reading describe by Harmer they are extensive and intensive reading. [[8]](#footnote-8)

1. The term ***extensive reading*** refer to reading which students do often (but not exclusive) away from the classroom. They may read novel, web page, magazine, newspaper or any other reference material. Where possible, extensive reading should involve reading for pleasureor preparing to read aloud what Richard Day calls *joyful reading.* This is enhanced if students 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.
2. The term ***intensive reading****,* on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.Intensive reading is usually accompanied by study activities. The teacher may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities.

In the other hand, Broughton et al. identifies kinds of reading, such as:

1. Reading Aloud

The most important characteristic in reading aloud is oral matter, including pronunciation, tone, speed, and pauses. Other activity that improved in reading aloud is conversation. Few people are required to read aloud as matter of daily routine, radio newscasters, clergymen, and even actor.

1. Silent Reading

The aim of silent reading is understanding. While doing silent reading, there is no oral expression. In silent reading, people use their ability to understand the meaning of the written sign.[[9]](#footnote-9)

1. **Reading Comprehension**

Every person has different reading style depending on their interest, and strenghts in comprehending the text. However, although the style is different, readers need to construct meaning when they are reading. Hence, they can get information from the text.

Comprehension means different things to different people. Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities.[[10]](#footnote-10) Reading involves comprehension. That is proven by the fact that someone reads because he or she wants to get something from the writing. It called by the message. The message it may be fact, enjoyment, ideas feelings, etc. Whatever message about the readers want to comprehend the message that what the writer intended. Reading has not happen yet, if the reader has not reached the comprehension of the text. The reader may be able to read aloud every sentence written in the text, but if the reader does not get the understanding of what text is about, its mean the act of the reading has not been exist.

Reading comprehension is a complex task that requires the reader to identify words in text, know the meaning of the words, connect the ideas to prior knowledge, and retain information long enough to understand what is being read. More simply, comprehension results from an integration of decoding skills with language comprehension skills (Snow, Burns, & Griffi n,1998). [[11]](#footnote-11)

Francoise Grellet states that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible.[[12]](#footnote-12) It means reading comprehension that is the process understanding the new information contain in the text, and the reader find what she or he looking for.

Gary Woolley gives definition “reading comprehension is the process of making meaning from text”[[13]](#footnote-13). It means reading comprehension aims to gain an overall understanding of what is describes in the text rather than to obtain meaning from isolated words or sentences. In addition, according to Catherine Snow in her book, she said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[[14]](#footnote-14) It means a reader understanding the written text by extracting the information from text as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text.

Klinger, et al. sees reading comprehension as complex processes in getting and constructing meaning from the writer that involves interactions between the words that are written, the readers and their previous knowledge.[[15]](#footnote-15) Reading comprehension is a highly complex process that involves interactions between readers, information in the text, the combination of their background knowledge and previous experience. Readers have to use their existing knowledge to construct and interpret the information in written language. Readers are said comprehend the text when they understand the message that the writer intends to convey.

In Sum up, from the explanation above the writer conclude that reading comprehension is a level or reader’s understanding in order to get deep meaning from information conveyed in written form by the writer. Readers’ background knowledge can influence their reading comprehension. Reading comprehension is not a simple decoding process but also a very complex process. It is an active thinking process which intentionally makes the readers constructs the meaning of a text to form a deeper understanding of information presented with the use of their background knowledge.

1. **Levels of Reading Comprehension**

According to Savage and Mooney specified levels of reading comprehension skills are; *literal reading comprehension* (understanding and interpreting what the author has to say; and*inferential comprehension* (reading between the lines to infer meaning not specifically stated in a printed passage.[[16]](#footnote-16) For the explanations are described below:

* 1. Literal Reading Comprehension is the process of deriving meaning or understanding information directly presented in print. It means simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material. In this levels the reader are usually able to determine the main idea, to determine the topic of certain paragraph, to identify specific and detailed information, to identify meaning of word/phrase/sentence, to find out the purpose of a text, to identify stated facts, the sequence of events , and characters in the story.
  2. Inferential reading comprehension is the process of deriving meaning or understanding information indirectly stated in printed material. It requires the reader determine what the text means and start with the stated information. So that, the information is used to determine deeper meaning that is not explicitly stated. In this levels the reader are required to find out unstated information and idea, generalization, cause and effect relationship, and future prediction.

In sum up, the levels of reading comprehension has two levels. First is Literal Reading Comprehension which has meaning to understanding information directly presented in print. It means simply hat the text say. And the second is Inferential reading comprehension is process to understand information indirectly stated in printed material. So, to know or to understand the text there is a level for reader to know to comprehend their reading.

1. **Assessing of Reading Comprehension**

According to Douglas, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[[17]](#footnote-17)

Grellet state that reading involves some activities such as guessing, predicting, checking and asking oneself question.[[18]](#footnote-18) It means that student have to use all their ability to get points of the text during teaching reading since the aim of reading is to comprehend the text. Reading comprehension can be define 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 on understanding the message of the text.

Andriyani state that there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.[[19]](#footnote-19)

1. Main Idea

Segretto (2002: 12) sates that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

1. Specific Information

Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

1. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

1. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

1. Vocabulary

According to Marchado (2012: 56) a child’s vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

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).[[20]](#footnote-20) Traditional measures tend to focus on straight recall or literal understanding, but there is much more to comprehension than this.

The assessment of reading comprehensionis a critical component of any national research effert aim at improving our understanding about what is reading comprehension and how it can be best taught.[[21]](#footnote-21) Assessment also has the benefit for students as a learner and for the teacher, such as that state by Andrew D. Cohen Q Quizzes, test and all of assessment have the benefits.[[22]](#footnote-22) The benefit of the assessment for the student is to make students motivate to pay attention for the material.

* 1. **Narrative Text**
     + 1. **Definition of Narrative text**

Chatman (1978) in *Story and Discourse* defined Narrative is basically a kind of text organization, and that organization, that schema, needs to be actualized: in written words, as in stories and novels; in spoken words combined with the movement of actors imitating characters against sets which imitate places, as in plays and films; in drawings; in comic strips; in dance movements, as in narrative ballet and in mime; and even in music.

According to Bruner, narrative deals with the creation of stories. As he described, narrative is used to refer to a way of sculpting and structuring information through expressions of different media into readily understood forms that guide learners’ comprehension; and to a cognitive mode that learners use to make sense out of information or experience.

A Narrative is something that is narrated, example is story,[[23]](#footnote-23) A narrative text tells a real or an imaginary story with a clear beginning, middle and ending. A narrative text is a type of spoken or written text that tells a story of one character or more who face certain situations.[[24]](#footnote-24) There are many kind of narrative such as fairy tail, romance, legend, horror stories, adventure, science fiction etc. Because the content is not only the act but also fiction that was imagine by the author.

From the explanation above, narrative is a series of the stories and event which has some purpose both to entertain and to inform other. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. The aim of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions. Its also purpose is to present a view of the world that entertains or informs the reader.

* + - 1. **Schematic Stuctures of Narrative Text**

Generally, narrative text has a schematic structure, there are:

* + - 1. Orientation

In this paragraph, the narrator tells the audience about who is in the story, when the story is taking place, and where the action happening.

* + - 1. Complication

This is the part of the story where the narrator tells about something that will begin in a chain of events. These events will affect one or more of the characters. The complication is the trigger.

* + - 1. Sequence of event

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator’s point of view.

* + - 1. Resolution

In this part of the narrative, the complication is sorted out or problem is solved.

* + - 1. Re-orientation/Coda

The writer includes a coda if there are a comment, a moral or message to be learned from the story.[[25]](#footnote-25)

From those explanations, the writer concluded that there are differences among the experts in dividing narrative text’s schematic structure. Narrative text is a text which tells a story of series and an amusing story. The characteristic of narrative text can be seen from its schematic structures that consist of orientation, complication of problems, resolution, and coda (optional).Besides, it is also supported with the language features within.

* 1. **Collaborative Strategic Reading (CSR)**

**Definition of Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) was found and developed by Klinger & Vaughn in 1998. Collaborative Strategic Reading is the comprehension strategy which combine modification of Reciprocal Teaching (RT) and Cooperative Learning (CL) strategy.[[26]](#footnote-26)

Klinger and Vaughn state that Collaborative Strategic Reading is an excelent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively.[[27]](#footnote-27) It means that Collaborative Strategic Reading (CSR)is a technique that can improve students reading comprehension, increase their vocabulary, and also enchance cooperative skills during reading activity

Collaborative Strategic Reading (CSR) is a set of comprehension strategies that have been put together in a system to assist students who may be different levels, who have learning disabilities, or who may be English Language learnears (ELLs). Students work together in cooperative learning groups to understand expository information.[[28]](#footnote-28)

From all explanation above, Collaborative Strategic Reading (CSR) can improve students reading comprehension and vocabulary by working together cooperatively.

The concept of this strategy is engaging students to work in a small cooperative groups and apply four reading strategy ; ***Preview, Click & Clunk, Get the Gist and Wrap Up.***[[29]](#footnote-29)

* + - * 1. Preview (before reading) : Preview activates students’ prior knowledge, facilitates predictions about the text they will read, and generate interest. It includes two activities; brainstorming and making prediction.
        2. Click and Clunk (during reading) : Click and clunck encorage students to monitor their understanding and to use fix-up strategies when they fail to understand the material.
        3. Get the Gist (during reading) : Get the gist helps students identify a text’s main idea by answering in no more than 15 words.
        4. Wrap Up (after reading) : Wrap up includes two activities; generating question and reviewing.[[30]](#footnote-30)

During Collaborative Strategic Reading (CSR), students are divide into small group consist of 5-6 students each groups, and perfom different role. In this technique role is an important aspect of collaborative strategic reading (CSR) because cooperative learning seem work best when all group members is assign in a meaningful task. The students are assign role in collaborative strategic reading (CSR) lesson that they must fulfil together. The possible role are following:

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

b). *Clunk expert*: Uses clunk cards to remain the group of the steps to follow when trying to figure out the meaning of their clunks.

c). *Gist expert* : Guides the group toward getting the gist and determines that the gist contains the most important idea but no unnecessary details.

d). *Announcer* : Calls on group member 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.[[31]](#footnote-31)

In Collaborative Strategic Reading (CSR). All students are actively involve, and everyone has the opportunity to contribute as group members understand the text with CSR. Meanwhile, the role of the teacher in CSR is connect each group, clarify the clunks and provide assistance.[[32]](#footnote-32)

1. **The Purpose of Collaborative Strategic Reading**

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement.[[33]](#footnote-33) It means that Collaborative Strategic Reading is designed to help students successful in improving reading comprehension.

Klinger and Vaughn state that CSR helps students learn specific strategies associated with effective reading comprehension: brainstorming and predicting (*preview*), monitoring understanding (*click and clunk*), finding the main idea (*get the gist*), and generating questions and reviewing key ideas (*wrap up*). CSR also provides students with the opportunity to work in small cooperative groups in which each student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., *leader, clunk expert, gist pro*).[[34]](#footnote-34)

Collaborative Strategic reading (CSR) developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high average achieving students.[[35]](#footnote-35) It is line with Klinger who said that “Collaborative Strategic Reading (CSR) as designed to facilitate reading comprehension for students with reading, learning and behaviour problems, include in general education classroom.”[[36]](#footnote-36)

Furthermore, M.J.Z. Abidin describe the benefit of Collaborative Strategic Reading (CSR) as follow:[[37]](#footnote-37)

1. Promoting student and academic achievement
2. Increasing students retention
3. Enhancing student satisfaction with their learning experience
4. Helping students develop skills in oral communication
5. Developing students’ social skills
6. Promoting students self –esteem
7. Helping to promote positive race relation

From the explanation, purpose of Colaborative Strategic Reading (CSR) is to facilitate students improve their reading comprehension and understanding the material by working group.

1. **Procedure of Collaborative Strategic Reading (CSR)**

Collaborative Strategic Reading (CSR) can be implemented in two phases : (a) teaching the strategies and (b) cooperative learning group activity or students pairing.[[38]](#footnote-38)

1. **Phase 1. Teaching the Strategies**

In this phase, students learn four strategies: *Preview, click and clunk, get the gist and wrap up.Previews* is use only before reading the entire text for the lesson. Meanwhile *wrap up* is use after reading the entire text for the lesson. The other two strategies, *click and clunk* and *get the gist,* are use multiple times while reading the text, after each paragraph or two.[[39]](#footnote-39)

Here the CSR plan for strategic reading according to Klinger and Vaughn:

1. Before Reading

***Preview***

a. Brainstorm: What do we already know about the topic?

b. Predict: What do we think we will learn about the topic when we read the passage?

R E A D (the first passage or section)

***During Reading***

2. Click and Clunk

a. Look for clunks : find words or idea that I don’t understand

b. How can we fix the clunks? Use fix-up strategies:

1) Reread the sentence and look for key ideas to help you understand the word.

2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

3) Look for a prefix of suffix in the word.

4) Break the word apart and look for smaller words.

3. Get the Gist

a. What is the most important person, place, or thing?

b. What is the most important idea about the person, place, or thing?

R E A D (Do steps 2 and 3 again, with all the paragraphs or sections in the passage)

**After Reading**

4. Wrap Up

a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?

b. Review: identify the most important information.

1. **Phase 2. Cooperative Learning Group roles**

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in order to work productively and effectively. Bremer et al describe the procedure using groups as follow :

**1) Set the stage**

First, the teacher assigns students to groups. 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 assists students to use CSR and cooperative learning techniques.

1. *Reading materials*. When selecting reading materials for CSR, the following factors are recommended for consideration: a) Providing clues that help students predict what they will be learning b) Having one main idea in a paragraph c) Providing context that helps students connect information

2. *Clunk cards.* Each of the four clunk cards contains one fix-up strategy. Fix- up strategies included in the clunk cards are:

a) Reread the sentence with the clunk and looks for key ideas to help you figure out the word - think about what makes sense.

b) Reread the sentences before and after the clunk looking for clues.

c) Look for a prefix or suffix in the word that might help.

d) break the word apart and look for smaller words that you know

3. *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 a corresponding cue card that explains the steps to be followed to fulfill that role.

4. *Learning log.* CSR learning logs serve two roles: (a) written documentation of learning, assuring, the individual accountability that facilitates cooperative learning, and (b) study guide for students.

5. *Timer (optional)*. Timers that students set by themselves can help groups to remain on task.

6. *Score card (optional)*. The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.[[40]](#footnote-40)

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 as; charts, pictures and diagrams. 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 skills.

**D. Advantages and Disadvantages of Collaborative Strategic Reading (CSR)**

* + - 1. The Advantages of Collaborative Strategic Reading (CSR)

Klinger, et al states his idea about CSR which also can be included as the advantages of CSR. They are as follows[[41]](#footnote-41):

1. Collaborative Strategic Reading (CSR) was a learning strategy desidned to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classroom.
2. CSR was designed to address three prevailing educational problems:
3. How to adewuately include struggling reader, english language learners, (ELL) and students with reading disabilities in text-related learning.
4. How to teach text comprehension strategies that improve students’ reading comprehension
5. How to provide opportunities for struggling reader, English language learner and students’ with reading disabilities to interact effectively with peer and enchance their achievement.
   * + 1. The Disadvantages of Collaborative Strategic Reading (CSR)

The disadvantages ofn Collaborative Strataegic Reading such as :

1. CSR require much time to teach students and much time may be wasted in negotiations about who would perform a specific role
2. To implement CSR teacher need to be given an intensive collaborative professional development program.
3. Sometimes there is a quite people may not feel comfortable to express themselves and their ideas with a group.
4. Students’ sometimes still don’t get along no matter how hard they try when the put in a group people that have never worked together.
5. In a group, there may be a member who doesn’t learn as quick as other group and get left behind than other group.

**E. 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 should introduces the procedure of Collaborative Strategic Reading with the benefit that student can get. The teacher should explain to the students that Collaborative Strategic Reading will be helpful to improve their reading comprehension. Furtheremore, the teacher explains the basic rules in apply CSR in reading narrative text. The following steps in teaching reading narrative text using Collaborative Strategic Reading (CSR) are:

* + - 1. The students divide into small groups which consist of five or six members. After all sudents 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 give an intruction to practice reading activity using Colaborative Strategic Reading (CSR) including preview, click and clunk, get the gist and wrap up.
      3. The teacher controls all group and help if they have a problem.
      4. The students show up and retell the text in front of the class and other students give argument.
      5. The teacher give students questions relate the text and share some review ideas to the students. Finally, teacher make an evaluation about students’ answer. It can hep the teacher know students score in reading comprehension on narrative text using Collaborative Strategic Reading (CSR).

**E. Previous Study**

The First research was conducted by Athia Rizkia at the second year of SMPN 1 Singingi Hilir. The research title is “The Effect of Collaborative Strategic Reading Toward Students’ English Reading Comprehension” The researcher use experimental design. She found that there is a significant different between between students taught with conventional method and by using CSR. This statement can be seen from the result of t-test is 4.1 higher than *t distribution* 1.67 (4.1 > 1.67) in alpha decision level (α) 0.05, 1/2 α with the degree freedom (*df* = 61). It means that Ho is rejected and the Ha is accepted. In the study there is significant difference between on students who were taught by Collaborative Strategic Reading and who were taught by conventional one.[[42]](#footnote-42)

The Second Research was conducted by Elyya Dwi Puspita at the Eight Grade of SMPN 1 Ngadirojo. The tittle of this research is “Improving Students Reading Comprehension Using Collaborative Strategic Reading”. The reseacher used a classroom action research. There is enchancement of the students’ reading comprehension taught by using Collaborative Strategic Reading (CSR). She was imply that Collaborative Strategic Reading (CSR) in teaching reading is an effective strategy to improve students’ reading comprehension and enchance students’ motivation in teaching learning activities. The mean score of post test was highher than pre-test. In the study, students are working in groups and they are taught to activate their prior knowledge, to make prediction, to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text. [[43]](#footnote-43)

The third previous research is entitle “The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Grade Student’s Reading Comprehension Achievement” was conducted by Rayindra Mayang Puspita et al on the eleventh grade students of SMA Negeri 2 Bondowoso. This research is took a quasi experimental research, found that CSR was an appropriate strategy that had a significant effect on students’ reading comprehension on the eleventh grade students. It was known from the comparison of statistical value of the t-test and the value of t-table with significant level 5%. The statistical value of the t-test was higher than the value of t-table (3.425 >1.671). And the degree of relative effectiveness of reading comprehension achievement was 11.940%. This means that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy.[[44]](#footnote-44)

From the research that has been done above, it can be conclude that Collaborative Strategic Reading (CSR) is an effective technique to improve students reading comprehension. From third of the research above, the difference between my paper with the second research is the research method, because she used a classroom action research and from the first and the third research with my paper is my paper use a narratie text. So, this study will be different from those of research because the writer will focus on type of text, namely narrative text to improve students reading comprehension. Therefore, the writer hope students will be more interested in learning English and more actively.

**F. Assumption and Hypothesis**

1. Assumption

Based on the research of Collaborative Strategic Reading in reading comprehension on narrative text, the writer assumes that Collaborative Strategic Reading (CSR) can improve the students reading comprehension on narrative text at the second grade students of MTs Al-Khairiyah Serang.

1. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment[[45]](#footnote-45). The writer formulates hypothesis as follow:

1. The Null Hypothesis (H0) = There is no significant effect using Collaborative Strategic Reading (CSR) on Students Reading Comprehension on Narrative text.
2. The experimental hypothesis (Hα) = There is a significant effect using Collaborative Strategic Reading (CSR) on Students Reading Comprehension on Narrative text.

1. Naf’an Tarihoran and Miftahul Rachmat, *Reading: Basic Reading Skills 1* (Serang: Loquen Press, 2012), p 4. [↑](#footnote-ref-1)
2. Jeremy Harmer, *The Practice of English Language Teaching: New Addition*, (New York:Longman Publishing, 1991), p 190. [↑](#footnote-ref-2)
3. Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms,* (New York: Cambridge University Press, 1997), p. 15. [↑](#footnote-ref-3)
4. Christine nuttal, *Teaching Reading Skill In Foreign Language*. New Edition (London:Heinne Mann, 2004) p 4. [↑](#footnote-ref-4)
5. Thomas S.C. Farrel. Willy A. Renandya and Jack Richard edito. RELC Portofolio Series 6. *Planning Lesson For a Reading Classs*. Seamo Reagional Language Centre (Singapore, 2002) p 1. [↑](#footnote-ref-5)
6. Naf’an Tarihoran and Miftahul Rachmat, *Reading: Basic Reading Skills 1* (Serang:Loquen Press, 2012), p 6-7. [↑](#footnote-ref-6)
7. Jeremy Harmer, *The Practice of English Language Teaching: New Addition*, (New York: Longman Publishing, 1991),p 201-202. [↑](#footnote-ref-7)
8. Jeremy Harmer, *How to Teach English*, (Harlow: Longman,2007), p 99-100. [↑](#footnote-ref-8)
9. Geofrey Broughton, et al., *Teaching English as a Foreign Language*, (New York: Taylor & Francais e-Library, 2003), p 91-92. [↑](#footnote-ref-9)
10. Danielle S. McNamara, *Reading Comprehension Strategies Theories, Intervensions, and Technologies* (New York: Lawrence Erlbaum Associates, Inc, 2007), p 28. [↑](#footnote-ref-10)
11. Barbara J. Wendling & Nancy Mather, *Essentials of Evidence-Based Academic Interventions,*(New Jersey : John Wiley & Sons, Inc.,2009), p 77. [↑](#footnote-ref-11)
12. Francoise Grellet, *Developing Reading Skills : A Practical Guide to Reading Comprehension exercises* (Cambridge: Cambridge University Press,1996), p 3. [↑](#footnote-ref-12)
13. Gary Woolley, *Reading Comprehension: Assisting Chldren with Learning Difficulties* (New York: Springer Science, 2011), 15. [↑](#footnote-ref-13)
14. Catherine Snow, Chair, *Reading for understanding Toward an R&D program in reading comprehension*, (Arlington: RAND, 2002), 11. [↑](#footnote-ref-14)
15. Jannete K. Klingner, et al., *Teaching Reading Comprehension to Students with LearningDifficulties*, (New York: The Guilford Press, 2007), p. 2—3. [↑](#footnote-ref-15)
16. John F.Savage & Jean F.Mooney, *Teaching Reading to Children with Special Needs*, (Boston:Allyn and Bacon Inc., 1979), p.13. [↑](#footnote-ref-16)
17. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241 [↑](#footnote-ref-17)
18. F Grellet, *Developing Reading Skills : A Practical Guide to Reading Comprehension exercises,* p 8. [↑](#footnote-ref-18)
19. Rima Priska Andriyani, *“Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert personality,”* (a script, Lampung University, 2016), p.14. Retrieved on April 30, 2018 from :/judul/source/folder/unila.pdf [↑](#footnote-ref-19)
20. Jannete K Klinger, et. al., T*eaching Reading Comprehension to Students Learning Difficulties*, (New York, The Guilford Press, 207) p 12. [↑](#footnote-ref-20)
21. Scott G Paris and Steven A Stahl, *Children ‘s Reading Comprehension Assessment*, ( New Jersey, lawrence Erlbaum Associates, 2005), p 3. [↑](#footnote-ref-21)
22. Andrew D. Cohen, *Assessing Languange Ability In The Classroom*, (Boston, Heinle & Heinle Publisher 1994), p 13. [↑](#footnote-ref-22)
23. David, M. Boje, *Narrative Method for Organizational and Communications Research* ( London, Thousand Oaks, New Delhi: SAGE Publications,2001)p, 1. [↑](#footnote-ref-23)
24. http://genre-texts.blogspot.in/2012/11/what-is-narrative-text.html [↑](#footnote-ref-24)
25. Mark Anderson and Kathy Anderson, *Text Type in English* 3 (South Yara:McMillan Education, 2003), p. 12. [↑](#footnote-ref-25)
26. M.J.Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives,* European Journal of Business and Management,vol. 2 No. 3, 2012, p 192. [↑](#footnote-ref-26)
27. J.K. Klinger & S. Vaughn, *Using Collaborative Strategic Reading*, (The Council for Exceptional Children, 1998), p 32. [↑](#footnote-ref-27)
28. Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learner,*(New York: The Guilford Press,2006), p 269. [↑](#footnote-ref-28)
29. M.J.Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives,*  p 192. [↑](#footnote-ref-29)
30. Nancy Lee Cecil Joan P. Gipe, et al, *Literacy in Grade 4-8: Best Practice for Comprehensive Program*, (New York: Routledge,2014), p 301-302. [↑](#footnote-ref-30)
31. J.K. Klinger and S. Vaughn, *The Helping Behaviors of Fifth Grades While Using Collaborative Strategic Reading During ESL Content Classes,* (TESOL Quarterly, volume 34 No. 1, 2000), p 73-74. [↑](#footnote-ref-31)
32. Christine D. Bremer, et al, *Collaborative Strategic Reading (CSR): Improving Secondary Students’ Reading Comprehension skills*, (Research to Practice Brief, volume 1, 2002), p. 6. [↑](#footnote-ref-32)
33. M.J.Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives,*  p 62. [↑](#footnote-ref-33)
34. J. K. Klinger, et al., *Collaborative Strategic Reading : ''Real-World'' Lessons From Classroom Teachers,*vol 25 no. 25,2004, p 292. [↑](#footnote-ref-34)
35. M.J.Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives,* p 193. [↑](#footnote-ref-35)
36. J. K. Klinger, et al., *Collaborative Strategic Reading : ''Real-World'' Lessons From Classroom Teachers,*vol 25 no. 25,2004, p 292. [↑](#footnote-ref-36)
37. M.J.Z. Abidin, *Collaborative Strategic Reading (CSR) within Cognitive and Metacognitive Strategic Perspectives,*  p 65. [↑](#footnote-ref-37)
38. Christine D. Bremer, et al, *Collaborative Strategic Reading*, p. 2. [↑](#footnote-ref-38)
39. Bremer, et al, *Collaborative Strategic Reading,*  p. 3. [↑](#footnote-ref-39)
40. Bremer et. al, *Collaborative Strategic Reading*, p 4. [↑](#footnote-ref-40)
41. J. K. Klinger, et al., *Collaborative Strategic Reading : ''Real-World'' Lessons From Classroom Teachers,*vol 25 no. 25,2004, p 192. [↑](#footnote-ref-41)
42. Athia Rizkia, *The Effect of Collaborative Strategic reading Toward Students’ English Reading Comprehension* at the Second Year of SMPN 1 Singingi Hilir. [↑](#footnote-ref-42)
43. Elyya Dwi Puspita, *Improving Students Reading Comprehension Using Collaborative Strategic Reading* at the the Eight Grade of SMPN 1 Ngadirojo. [↑](#footnote-ref-43)
44. Rayindra Mayang Puspita,et.al “*The Effect of Collaborative Strategic Reading (CSR) on the Eleventh Grade Student’s Reading Comprehension Achievement* at SMA Negeri 2 Bondowoso”, Pancaran Vol II, No. 2 (Mei 2013), 9-10. [↑](#footnote-ref-44)
45. David Nunan, *Research Method in Language Learning,* (Cambridge: University Press,1992).p.230 [↑](#footnote-ref-45)