

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1 The Concept of Reading

In this concept of reading, the researcher will explain more about Reading, they are the definition of reading and part of reading.

2.1.1.1 Definition of reading

Most people read without giving much thought to how to they do it. To them, what is reading? Is a question of little concern? Below there are some definition reading.

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. to read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.¹

Reading is interacting with language that has been coded into print. Reading is an active and on going process that is affected directly by an individual's interaction with his environment.² Reading is the meaningful interpretation of printed

¹ Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill, 2004),p.5

² Arthur W. Heilman, Timothy R. Blair, William H Rupley, *Principle And Practice Of Teaching Reading Fifth Edition* (Ohio; Charles E. Merrill Publishing Co, 1981) p.4

or written verbal symbols. Reading is a result of the interpreting between the perception of graphic symbol that represents language and the reader's language skill and knowledge of the world.³ Reading is like detective work. You must be able to distinguish facts from opinions and specific from generalizations.⁴

Based on the explanation above, reading is not an easy activity, reading must always be a meaning getting process and connect what the information words have the author written, reading is also influenced by the interaction of an individual with their environment. The teacher can quite students in reading and get the main idea in their environment. The teacher can quite the students reading and get the main idea in the passage they are reading.

2.1.1.2 Reading Comprehension

Understanding comprehension processes are crucial to study of reading. Any definition of comprehension should really be related to a consideration of the purpose set fir reader, or by the reader, for reading. According to Grabe and Stolle, Reading comprehension is an ability to understand or to gain information from a text.⁵

Goodman states reading comprehension is as an interaction between thought and language.⁶ It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask someone, that called is

³ Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, (New York: Longman Inc, 1975), p.8

⁴ Three Watson, *Reading Comprehension Skills and Strategies Level 7*, (United States of America: Saddleback Education Publishing 2002), P.70

⁵ Grabe William, and Frederica L stoller, *Teaching and Researching Reading*, (New York: Longman, 2002) p.7

⁶ Otto, Wayne, *How to Teach Reading*, (Philippines: Addison-Wesley Publishing Company, Inc, 1979), p.70

language. Reading comprehension is a complex intellectual process involving a number of ability.⁷

Based on the explanation above, reading comprehension is a complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader make sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows, from the statement, it is clearly understood that the comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes are crucial to study of reading.

2.1.1.3 The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process.

Those processes occur during reading activity. The process of reading comprehension based on the order how the readers decode the language can be

⁷ Dorothy Rubin, *Diagnosis and correction Reading Instruction*, (Simultaneously in Canada, 1982), p.207

divided into three categories; bottom-up, top-down and interactive reading. In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

2.1.1.4 Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language. The stages of teaching reading according to Brown can be summarized as follows:

2.1.1.4.1 Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, realia, photos, etc is recommended.

2.1.1.4.2 Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

2.1.1.4.3 After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

2.1.1.5 Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According, the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom.

2.1.1.5.1 Identifying the purpose in reading

2.1.1.5.2 Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

2.1.1.5.3 Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

2.1.1.5.4 Skimming the text for the main ideas

2.1.1.5.5 Scanning the text for specific information

2.1.1.5.6 Using semantic mapping or clustering

2.1.1.5.7 Guessing when you are not certain

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

2.1.1.6 Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson proposes eight principles of teaching reading as follows.

2.1.1.6.1 Exploit the readers' background knowledge

As it has been stated that background knowledge helps students to comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw) it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc.

2.1.1.6.2 Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

2.1.1.6.3 Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.

2.1.1.6.4 Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.

2.1.1.6.5 Teach reading strategies

Strategic reading is "not only knowing what strategy to use, but also how to use and integrate a range of strategies.

2.1.1.6.6 Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading skills are "strategies that

has become automatic”. The teacher should make the strategies automatic to be employed by students with a lot of practices.

2.1.1.6.7 Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students’ reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

2.1.1.6.8 Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson argue that the good teachers need to understand the nature of reading process.

2.1.2 Descriptive text

2.1.2.1 The understanding of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane is defined like in the following sentence. Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane’s explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text. But in particular, the descriptive text is, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2.1.2.2 Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

2.1.2.2.1 Identification: (contains about the introduction of a person, place, animal or object would be described.)

2.1.2.2.2 Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

2.1.2.3 Purpose of Descriptive text

2.1.2.3.1 To describe person, thing or place in specific

2.1.2.3.2 To describe a particular person, thing or place.

2.1.3 Collaborative Strategic Reading (CSR)

2.1.3.1 Definition of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one type of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn According to K. Klingner and Sharon Vaughn said that "Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively."⁸

⁸ Yen Chi, Fan Yen, *The Effect of Comprehension Strategy Instruction on EFL Learners' Reading Comprehension*, Asian Social Science, 8 August, 2010

It means that CSR is a technique that can improve students' reading comprehension, increase their vocabulary, and also enhanced cooperative skills during reading activity.

Moreover, Bremer stated that "Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional element: Modified reciprocal teaching and cooperative learning."⁹ In this statement, reciprocal teaching means teacher and students are working together in predicting, clarifying, questioning, summarizing, and the reading materials. It means that Collaborative Strategic Reading (CSR) designed as an activity through some strategies by working together.

In sum up, Collaborative Strategic Reading (CSR) is a set of comprehension strategies designed to improve students' reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group discussion).

2.1.3.2 Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin, "The goal of CSR is to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement." It means that Collaborative Strategic Reading is designed to help students to be successful and to maximize students' contribution in improving reading comprehension.

2.1.3.3 Procedure Collaborative Strategic Reading (CSR)

⁹ Janette K.Klingner and Sharon Vaughn, *Using Collaborative Strategic Reading, The Counce For Exceptional Children* , July/Aug, 1998,

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

2.1.3.3.1 Phase 1 : Teaching the Strategies

In this phase, students are taught four strategies: preview, click and clunk, get the gist, and wrap up. Based on Klingner and Vaughn describe the four strategies as follows.

2.1.3.3.1.1 Preview

The preview strategy is the first strategy to be done in the CSR which students preview the entire passage before they read each section and make prediction what the passage might be about.

2.1.3.3.1.2 Click and Clunk

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 a student comes to 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. Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading.

As with the other strategies, you may teach students the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups. Lucille Sullivan encourages her students to click and clunk throughout the day. She noted, "Another reason I like this technique is that there is a transfer. The students will be reading in the cafeteria, and they say 'Hey, look at this clunk word, what does it mean?' and that just thrills me."

2.1.3.3.1.3 Get the Gist

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.

When you teach students to "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, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

2.1.3.3.1.4 Wrap up

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 was read.

Teach students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage, but "in your head." Encourage students to ask questions that involve higher-

level thinking skills, rather than literal recall. With her fifth-grade students, Tiffany Royal emphasizes that every question can be made into an even better question with the addition of the phrase, "Why do you think that?"

To facilitate students' ability to generate higher-level questions, you may provide question stems, such as the following:

- How were ____ and ____ the same? Different?
- What do you think would happen if ____?
- What do you think caused ____ to happen?
- What other solution can you think of for the problem of ____?
- What might have prevented the problem of ____ from happening?
- What are the strengths (or weaknesses) of ____?

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

2.1.3.3.2 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. Moreover, during Collaborative Strategic Reading (CSR) process, students are divided into small group that consists of 4-6 students each group, and perform a different role.

2.1.3.4 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 benefits students get. Then, the teacher explains to the students that Collaborative Strategic Reading (CSR) would be helpful to improve their reading comprehension on descriptive text. Furthermore, the teacher explains the basic rules in applying CSR in reading descriptive text.

2.1.3.5 The Materials Used in Collaborative Strategic Reading (CSR)

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

Reading materials. When selecting reading materials for CSR, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode eabout 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting

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

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.

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

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

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.

2.1.3.6 Process of Collaborative Strategic Reading (CSR)

The basic steps to apply CSR in a cooperative learning group

Step 1: Whole class introduction. The teacher introduces the topic, teaches key vocabulary, and provides instructions.

Step 2: Cooperative group activity (during preview,click and clunk, get the gist, and wrap up). Each group member plays an assigned role and fillsout a CSR learning log during the activity.

Step 3: Whole class wrap up strategy. A teacher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas.

The teaching steps above will be applied in a series of phases of conducting Collaborative Strategic Reading (CSR). In preliminary strategy implementation, the teacher as a learning facilitator sets the class into 2 phases, namely: (1) teaching the strategies; and (2) applying CSR in cooperative learning group. In sum, the teacher will introduce the strategy and then group the class to follow the intended activities in CSR. At last, discuss together the day's reading passage, reviews clunks, answer questions, etc.

2.1.3.7 The Advantages and Disadvantages of Collaborative Strategic Reading (CSR) The Advantages of Collaborative Strategic Reading (CSR) According to Standish the advantages of CSR are as follows:

2.1.3.7.1 The students with content area reading disabilities will improve their reading comprehension.

2.1.3.7.2 The students can improve their words identification and fluency.

2.1.3.7.3 The students will spend a great amount of classroom discussion so that they can assist one another.

2.1.3.7.4 CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively.

2.1.3.7.5 Promoting student and academic achievement.

2.1.3.7.6 Increasing students retention.

2.1.3.7.7 Enhancing student satisfaction with their learning experience.

2.1.3.7.8 Helping students develop skills in oral communication.

2.1.3.7.9 Developing students' social skills.

2.1.3.7.10 Promoting students self-esteem.

2.1.3.7.11 Helping to promote positive race relation.

2.1.3.7.12 Cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals. m. CSR can improve students' comprehension in technical terms used in content area reading.

2.1.3.8 The Disadvantages of Collaborative Strategic Reading (CSR)

According to Klingner and Vaughn disadvantages of Collaborative Strategic Reading such as:

2.1.2.8.1 CSR strategy requires much time to teach to students and much time may be wasted in negotiations about who would perform a specific role.

2.1.2.8.2 To implement CSR, teachers need to be given an intensive collaborative professional development program.

2.1.2.8.3 Teaching CSR in content area reading may need more attention than in foreign language subject because content area teachers lack of English comprehension.

2.1.2.8.4 In bilingual class program in which content area teachers use two instructional languages (L1 and L2) for teaching, CSR needs to be taught collaboratively in team teaching. The teacher of L1 (Indonesian) requires his/her L2 (English) teacher partner's help to deliver the strategy. It may cause an effective instruction because L2 teacher sometimes assists L1 teacher to translate the terms in L2 so that it will spend much time.

2.2 Previous Research Findings

The study using Collaborative Strategic Reading (CSR) technique was done by Refi Ranto Rozak at MAN 1 Bojonegoro, in this study the data analysis shows that there is not interaction between teaching strategy and intelligence in teaching content area reading.¹⁰

Research conducted by desi Olivia riani (2013) applied collaborative strategic reading implementation to improve students' reading comprehension. The researcher finding the study proved that CSR improved students' reading comprehension. Students' mean score of reading test in the beginning of the study was 67, meanwhile, after applying CSR as reading strategy, their mean scores improved to 88¹¹.

¹⁰ Refi Ranto Rozak, The Effectiveness of Collaborative Strategic Reading To Teach Content Area Reading Comprehension Viewed from Students' Intelligence (2013).

¹¹ Desy Olivia Riani. Collaborative strategic reading implementation to improve students' reading comprehension.(2013); English Review; Journal of English education.

Umar Anas (2017) also has proved that CSR can improve students' reading comprehension. The finding of the research are the mean of pretest I was 55,3 and the mean of posttest II was 90,6 the mean of pretest II was 60,8 and the mean of posttest II was 88. T-calculation results shows that the t-calculation of cycle I was 9,2 and in cycle II was 12.1.¹²

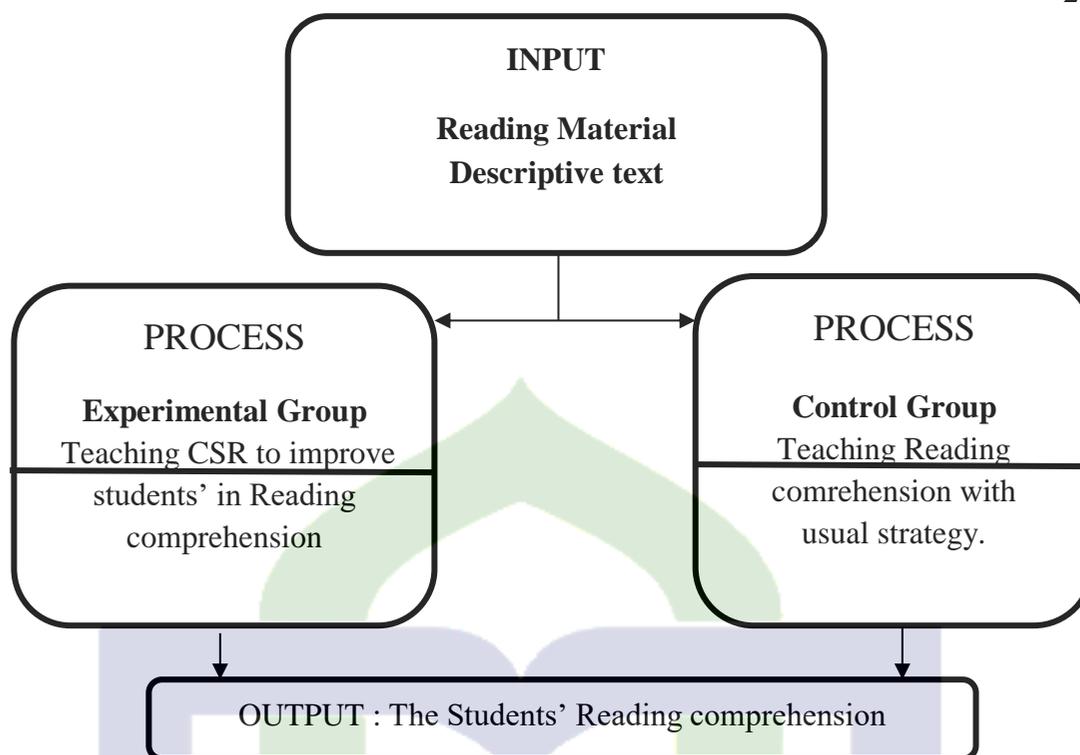
According to some previous finding above it is shown that all of the using Collaborative Strategic Reading but different way. The first one focus on teaching area content, second one using pre experiment research and the last one using Classroom Action Research. Thus, in this case the research interests to use collaborative strategic reading to improve the students' reading comprehension in different way, which is using quasi-experimental research.

2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how theory relates to a variety of factors that have been identified as an important issue.¹³ The following is the conceptual framework which is underlying this research.

¹² Anas Umar. The Use of Collaborative Strategic Reading To Improve The Students' Reading Comprehension (Classroom Action Research)(2017).

¹³ Sugiono, Metode Penelitian Pendidikan Kuantitatif Kualitatif, (Cet. 22;Bandung: Alfabeta, 2015), p. 91



The two of variables above input, treatment, and output are briefly discusses as follows:

- 1 Input: This variable refers to reading comprehension as focus to improve students` ability.
- 2 Process: this section is a process. It divided into two groups. The first was an experimental group. In the experimental group, the researcher will implement “CSR to improve students` Reading Comprehension. The second is a control group, the researcher implement teacher usual strategy. The researcher will give the different treatment for experimental and control group to compare the students` improvement in Reading comprehension.
- 3 Output: This section refers to find out the implement of students` reading comprehension.

2.4 Hypothesis

Arikunto states the hypothesis is temporal answer toward the statement of the problem. She also adds that hypthotesis is a formal statement about an expected

relationship between two or more variables which can be tested through an experiment. *H₀* or null hypothesis and *H_a* or alternative hypothesis. Every research does not always use hypothesis. In this thesis, the researcher would like to formulate the hypothesis as follows:

1. Null Hypotheses (*H₀*) : The use of Collaborative Strategic Reading is not able to improve the students' Reading Comprehension at the eighth grade of MTs Albadar.
2. Alternative Hypothesis (*H_a*) : The use of Collaborative Strategic Reading is able to improve the students' Reading Comprehension eighth grade of MTs Albadar.

2.5 Variable and Operation Definition

2.5.1 Variable

There are two variables involved in this research, which are dependent variable and independent variable. The independent variable is Collaborative Strategic Reading and the dependent variable is Reading Comprehension.

2.5.2 Operational Definition

2.5.2.1 Reading comprehension is a complex skill that requires an active interaction between text elements and the reader

2.5.2.2 Collaborative Strategic Reading (CSR) is a technique that will help students to comprehend the text easily, which this technique designed to improve students' reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group discussion).