

## CHAPTER II

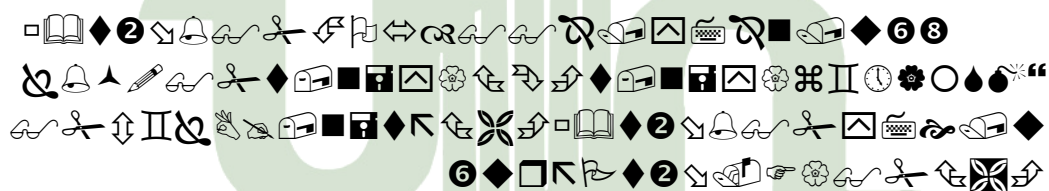
### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Definition of Reading

Many of students do not actually understand about definition of reading. They only know, if the reading is the act when they are saying the words, the words are the sentences orally or silently. They do not know what is the purpose of reading is to exchange the ideas or maybe the information between the author the reads.

Reading has very important. It can be found in Al-Quran surah Al-Alaq 1-3 as below:



The meaning: (1) Read: In the name of thy lord, who createth, (2) createth man from a clot, (3) read: and thy lord is the most Bounteous<sup>1</sup>

According to Septa Aryanika in her journal she state that reading is one of important skill, reading book can help the reader to understand about something happens in this era, the past time or even prediction of the future.<sup>2</sup> Reading for defined compression. Whether look for detailed information or language, must be easy to do if it has high reading interest. Reading is an important activity in many

---

<sup>1</sup>Abdullah Yusuf Ali (1998), *The Meaning of The Noble Qur'an*: TahrikeTarsile Qur'an

<sup>2</sup>Septa Aryanika, (2015).*The Influence of Using Information Transfer Techniques Towards Students' Reading Comprehension*, Volume 1 number 2. *Dialectics: Education English Journal*, literature and mathematical

languages class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language.

According to Grabe and Stoller reading is ability to draw the meaning from the printed of page and interpret the information appropriately, in this case, getting the meaning of the sentence is to find out a number of ideas from reading text.<sup>3</sup>

According to The Book Principles and Practices of Teaching Reading, reading is one of the basic, but it is very complex process. Reading is interaction with language that has been code in to print. The product of interacting with the printed language should be comprehension. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment<sup>4</sup>

Based on some opinions above, reading is an activity that gave an idea which come from one's mind and then poured in the form of the write of language with respect to the various stages which are supported by reading it. Measuring one's skill in reading is required reading works that can be assessed in the form of text.

#### a. Reading Process

Spratt et al define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge.<sup>5</sup> In making sense

---

<sup>3</sup>Grabe, Wand F. I. Stoller, (2002), *Teaching and researching reading*, England: Pearson Education Ltd. P. 19

<sup>4</sup>Arthur W.H. Timothy R. B. William h.R, (2005), *Principe and Practice of TeachingReading*.Americ: Charles e. Merril Publishing Company. P. 2-4

<sup>5</sup>Spratt, Marry, et all, (2005), *The Teaching Knowledge Test Course*, New York: Cambridge University press

of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' priorknowledge will make readers memorize the new knowledge longer.

Therefore, a reading activity is an interaction between reader's mind and the text. In line with Spratt et al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers such Allah Said inholy Qur'an Q.S Al-isra:14



The meaning is : (and it will besaid unto him):Read thy book. Thy soul sufficeth as reckoner against thee this day.

Pang, Elizabeth. S, et all, state that the readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind.<sup>6</sup>

Brown stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.<sup>7</sup>Gregory also argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis of understanding the larger part. The recognizing process starts from the word sound as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language

<sup>6</sup>Pang, Elizabeth S, et all, (2003), *Teaching Reading*. Geneva: International Bureau of Education

<sup>7</sup>Brown, H. Douglas, (2001), *Teaching by Principles an Interactive Approach to LanguagePedagogy*. (2<sup>nd</sup>Ed). New York: Addison Wesley Longman. P. 299

structure.<sup>8</sup>

Harrison states that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary<sup>9</sup>

In short, the reading process is a mind process in which readers' mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes are bottom-up, top-down and interactive processes.

#### b. Reading Skill

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro-and macro-skills can be the intention of reading comprehension assessment. Brown state that the micro-skills consist of<sup>10</sup>

- Discriminating among the distinctive graphemes and orthographic patters of English,
- Retaining chunks of language of different lengths in short-term memory
- Processing writing at an efficient rate of speed to suit the purpose

---

<sup>8</sup>Gregory, Eve,(2008). *Learning to Read in a New Language: Making Sense of Words and worlds*. (2<sup>nd</sup>Edition). London: SAGE Publication Ltd. P. 109

<sup>9</sup>Harrison, C. (2004). *Understanding Reading Development*. London: SAGE Publication Ltd. p. 35

<sup>10</sup>Brown H Douglass, (2004), *Language Assessment: Principle and Classroom Practice*.New York: Pearson Education. P. 187

- Recognizing a core of words, and interpreting word order patterns and their significance
- Recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms

## 2. Comprehension

Comprehension is an important aspect of reading. Reading for comprehension is the essence of reading process. Without understanding or interpreting what are being read. It is not really reading, because the success of students reading is evaluated by their ability in understanding the content of reading text<sup>11</sup>

Comprehension is as the process by which a person understands the meaning of the written or spoken language<sup>12</sup> It means that someone can understand the meaning of written or spoken language through the process of listening seriously, and it can make him to be understood the meaning of the written or spoken language.

Comprehension is the relationship among the elements of reading skills; they are competence, reading techniques, and good comprehension<sup>13</sup> It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

---

<sup>11</sup>D. Stood, Barbara, (1981), *Reading Instruction*, Boston: Houghton Mifflin Company. P.163

<sup>12</sup>Jack Richards, John Platt, and Heidi Weber, (1998), *Longman Dictionary of Applied Linguistics*. Harlow, Essex, (England: Longman), p.558

<sup>13</sup>Sukirah Kustaryo. (2000). *Reading Technique for College Students*, Jakarta: Publication Ltd, P.67

Comprehension means different things to different people<sup>14</sup> Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes. A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation of picture in the readers' mind of what the text is about.

### 3. Reading Comprehension

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text<sup>15</sup>. Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well.

According to Watson, Gable, et al they said that reading comprehension has been describes as "the most critical skill students need to be successful in school"<sup>16</sup>. And conceptual, subject matter knowledge is enhanced when students are able to access and understand text. Yet, for students who have difficulty understanding what they read, focusing on mechanisms for enhancing text based reading comprehension is essential text based reading comprehension is essential to improve overall understanding. As noted by the RAND Reading study group

---

<sup>14</sup>Danielle S McNamara, (2007), *Reading Comprehension Strategies*, New York: Lawrence Erlbaum Associates, p.28

<sup>15</sup>Grabe William, and Fredricka L Stoller, (2002), *Teaching and Researching Reading*. New York: Longman, p. 7

<sup>16</sup>Watson S.M.R, Gable R, et al, (2012). *Evidence based Strategies for Improving Reading Comprehension of Secondary Students: Implications for Students with Learning Disabilities, Learning Disabilities Research and practice*, 27. Page 78-79.

“because meaning does not exist in text, but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension”<sup>17</sup>

One important area of a student’s background of experiences is that related to language development and growth. Otto state that the factors among those that affect the comprehension of written material.<sup>18</sup>(1) Oral language development related to real objects, experiences, and pictures.(2) Ability to listen with understanding to stories read aloud.(3) Firsthand experiences with people, object, and place. (4) Continuous development of syntactic and semantic features of our language. And (5) Oral language development of syntactic and semantic features of our language.

Reading Comprehension is one of the ability that we must have, and we must understand, because with the reading ability we can read the reading text they will know the used of reading comprehension because they have real experience in having ability of comprehension some information in reading book.

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ حَدَّثَنَا كَثِيرُ بْنُ شَنْظِيرٍ  
عَنْ مُحَمَّدِ بْنِ سَيْرِينَ عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ : قَالَ رَسُولُ اللَّهِ عَلَيْهِ  
وَسَلَّمَ طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَوَأَضِعُ الْعِلْمَ عِنْدَ غَيْرِ  
أَهْلِهِ كَمُقَلَّدِ الْحَنَازِيرِ الْجَوْهَرَ وَالْوُلُؤُ وَالذَّهَبَ ( رواه ابن ماجه )

Meaning : Hisyam bin Ammar told us, Hafs bin Sulaiman told us, Katsir bin Syindzir told us from Muhammad bin Syirin, from Anas bin Malik said : Radulullah Saw said : Demanding that knowledge is obligatory for every Muslim and a person who puts the knowledge to other than the expert is like hanging

<sup>17</sup>RAND Reading Study Group, (2002). *Reading for Understanding: Toward R&D Program in Reading Comprehension*, Santa Monica, CA:RAND

<sup>18</sup>Otto Wayne, (1979), *How to Teach Reading*, Philippines: Addison-Wesley Publishing Company, Inc, p. 70

pearls and gold on a wild boar (H.R Ibnu Majah)<sup>19</sup>

Demanding that knowledge is obligatory for every Moslem, wether male or female, wether children, teenager and adult. Thus, if the law requires that knowledge is mandatory that people who do not do will get sin. Meanwhile, people will seek knowledge will let such people who fight in Allah's way. And when he died on demand of science, then he will die as martyr.

The person who has knowledge and practices it, then his position will lifted by Allah in the world and will be elevated in the hereafter. Such Allah says in the holy Qur'an in surah Yusuf:76



Meaning : We raise the degree people we want, and above everyone who is knowledgeable there is another who knows {Q.S Yusuf:76}<sup>20</sup>

#### 4. Affectives Reading Comprehension Factor

Snow stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The activity of reading will affect reading comprehension

<sup>19</sup>Thoha Putra. (2010), *Sunnah Ibnu Majjah Juz 1, (Bab Fadlul "ulama'wal hitsu 'ala Tholabil 'ilmi)*, Semarang, P.81

<sup>20</sup>Mahmud Rasyid. 1990. *The Qur'anon English Translation Meaning of the Qur'an*. Libanon: Darul Choura, p.87



in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques.<sup>21</sup>

According to Klingner, Vaughn and Broadman there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context.<sup>22</sup>

Brown stated that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge.<sup>23</sup> Pang et al state that every reader has different schema and background knowledge. Therefore, the interpretation of the text will vary among the readers<sup>24</sup>

In brief, there are some factors affecting reading comprehension. Those

---

<sup>21</sup>Snow C Chair, (2002), *Reading for Understanding (Toward an R&D Program in Reading Comprehension)*, Santa Monica: RAND. P. 11

<sup>22</sup>Klingner Janette K, et all, (2007), *Teaching Reading Comprehension to Students With Learning Difficulties*. New York: The Guidford Press. P. 6

<sup>23</sup>Brown, H. Douglas,(2001), *Teaching by Principles an Interactive Approach to Language Pedagogy*. (2<sup>nd</sup>Ed). New York: Addison Wesley Longman. P. 299

<sup>24</sup>Pang, Elizabeth S, et all, (2003), *Teaching Reading*. Geneva: International Bureau of Education. P. 13

factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

### 5. Principles in Teaching Reading Comprehension

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. Harmer proposed that there are six principles in teaching reading. Those are described as follows:<sup>25</sup>

- a) The teacher needs to understand that reading is not a passive skill. Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.
- b) The teacher has to make the students enjoy reading the passage. To make students interested in reading is important. When the students do not interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.
- c) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text. Understanding the language is also a part of comprehension a text. However, it is not the

---

<sup>25</sup>Harmer Jeremy, (1998). *The Practice of English Language Teaching*. London: Longman

common thing in reading comprehension. The students have to be habituated to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- d) The teacher should emphasize that prediction is a major factor in reading. Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehension the text easily.
- e) The teacher has to match the tasks to the topic. Tasks are one of the ways to check the ability of the students in comprehension a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzles, and many more. In this case, the teacher has to consider choosing or creating the right tasks for the students.
- f) The teacher should exploit reading texts to the full. Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students

## 6. The Important of Teaching Reading Comprehension in Senior High

### School

In teaching of reading for senior high school, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and after that they can discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts itself. So, the teaching of reading for senior high school here is not a simple matter but teacher has obligation to be able to create a lot of activities which it can develop the students' motivation in reading. Our prophet Muhammad Saw said :

أَخْبَرَنَا أَبُو عَبْدِ الرَّحْمَنِ بْنِ أَبِي الْحَسَنِ الصُّوفِي سَمِعْتُ أَبَا مُحَمَّدٍ  
ابْنَ أَبِي حَامِدٍ يَقُولُ : سَمِعْتُ أَبَا نَعِيمٍ الْجَرَجَانِيَّ الْفَقِيهَ يَقُولُ :  
سَمِعْتُ الرَّبِيعَ سُلَيْمَانَ يَقُولُ : سَمِعْتُ الشَّافِعِيَّ يَقُولُ : مَنْ أَرَادَ الدُّنْيَا  
فَعَلَيْهِ بِالْعِلْمِ, وَمَنْ أَرَادَ الْآخِرَاتَ فَعَلَيْهِ بِالْعِلْمِ (رواه احمد)

The meaning : Abu abdir rahman bin abil hasan as-shuufiy told us, I listened Abu muhammad bin abi haamid said, I listened Abu nu'aim al-jurjaani al-Faqih said, I listened ar-rabii' bin Sulaiman said, I listened Imam asy-syafi'i said: "Whoever wants the world, then he must master knowledge, whoever wants the hereafter, then he must master knowledge". (HR.Ahmad)<sup>26</sup>

The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading for senior high school in more interactive way has positive effects on the students' reading

<sup>26</sup>As-shalih,Subhi, (1977), 'Ulum Hadis Wa Musthalahulu, Beiru: Dar al-Malayin. P.204

comprehension. By applying the right principle in reading class, it is believed that students will have high enthusiasm in joining the lesson. Harmer said that there are six principles in teaching reading those are:<sup>27</sup>

- The teacher needs to understand that reading is not a passive skill: Reading is an active activity when students read a text; they should do other activity not just read the text. It means that the teacher does not only ask the students to read the text, but also has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.
  - The teacher has to make the students enjoy reading the passage: The students' interest is important in reading process. When they are not interested or enjoy reading, they will not get information or everything from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. But, it is different when they are interested in what they are reading, they will get more benefits, knowledge and new information from the text they are reading.
  - The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text. Understanding language is also a part of comprehending a text, but it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text.
-

- The teacher should emphasize that prediction is a major factor in reading. Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text first, because sometimes it gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination.
- The teacher has to match the task to the topic. Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teachers are expected to choose good and suitable reading tasks which can be interactive for the students.
- Good teachers exploit reading text to the full. Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language and gives additional tasks to the students. It can be concluded that as a good teacher should integrate the reading activities into interesting lesson, using appropriate topic for discussion and further tasks, using the good language for study and then activation and using a range of activities to bring the text to life.

## 7. Method in Teaching Reading Comprehension

Many students struggle with reading comprehension. Educators are

constantly seeking effective approaches and methods to assist these struggling students in order the students can master reading comprehension well. Beside, Richards and Willy stress that “reading for comprehension is the primary purpose for reading (though this is sometimes overlooked)<sup>28</sup> Therefore, reading without gaining any information in a reading text is useless. Creative and smart teacher will be the solution for it, because there are many approaches and methods can be applied in teaching reading comprehension. The methods are:

a) Bottom-up

Bottom-up can be viewed as the text based processing. In the bottom-up, the reader builds up comprehension in linear fashion by decoding letter, words, phrases, and sentences. Yu-Li also defines Bottom-up as the processing that the reader hierarchically builds the textual meaning from the smallest to the largest. The reader makes prediction about the text and uses his/her linguistic knowledge to modify them.<sup>29</sup> Furthermore, Feng Liu says “A bottom-up reading model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole”.<sup>30</sup>

Therefore, in using this method for teaching reading comprehension the teacher intends to practice individual letters, build to more letters and words until

---

<sup>28</sup>Richard and Willy, A. Renandya, (2002), *Methodology in Language Teaching : An Anthology of Language Practice*, Cambridge University Press, p. 277

<sup>29</sup>Yu-Li, Huang, (2005), *The Effect of Picture on Reading Comprehension of Third Year Junior High School Students of English Selection of American Festivals* published thesis, China: National Ceng Kung University, p. 17

<sup>30</sup>Feng, Liu, (2010), *A Short Analysis of the Nature of Reading*, China: School of Foreign Languages, Qingdao University of Science and Technology, No. 3 Vol. 3, p. 154

the students can type the words. It will take a little bit long time to ensure that the students understand the relationship between letters and their sound. After practicing the sound of the letters and words, the teacher should ask the students to find the unknown words or short sentence on each page. For intermediate students, bottom-up can be used to determine the unknown words by analyzing prefixes, suffixes and root words.

b) Top-down

“A top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model”.<sup>31</sup> According to Yu-Li’s quoting from Eskey, in top-down process a reader should view as an active information processor, because he or she first generated hypotheses or prediction about the reading material and then use visual cues in the material to test their hypotheses. Therefore, in top-down process not only the reader is an active participant in reading process but also his/her prior knowledge plays a significant role.

Then, the teachers who teach reading by using this method have to activate students’ prior knowledge about the material before her/him going to teach. There are many ways to activate students’ prior knowledge and world knowledge for the students such as using pre-reading activity by questioning, mind mapping, brain storming, showing the picture related to the material, etc. To these theorists Goodman and Smith states efficient reading doesn't result from the précis perception and identification of all the elements in a word, but from skills in

---

<sup>31</sup>*Ibid. p. 155*



selecting the fewest, most productive cues necessary.<sup>32</sup> It means, to get the information from the text the reader should not need to know all the words in the text, but the reader can make prediction by using the cues from the whole text.

c) Interactive

“Interactive model refers to the process of combining informal acquired from the text with knowledge provided by the brain”.<sup>33</sup>In the interactive model the reader creates the meaning of the text by using both of his/her existing linguistic and schematic knowledge and the input provided by the written text. In short, it is also called top-down and bottom-up combination theory.

d) SQ3R

SQ3R (survey, question, read, recite, review) method has several basic steps. First, survey, Nada Salem adds that survey means to scan the main parts of the text you are going to read.<sup>34</sup>It means that read over the title, heading, captions under picture, chart or maps. Second, question means that try to turn everything into a question or it will be more helpful for the reader to look at the questions provided first, so the reader can look for the specific information that he/she need. Third, read the text and remember to look for the information or the answer needed. Fourth, recite means repeat verbally after reading, it is useful to remember what we have read. Fifth, review means to go over something again.

e) DRTA

---

<sup>32</sup>Yu-Li, Huang, (2005), *The Effect of Picture on Reading Comprehension of Third Year Junior High School Students of English Selection of American Festivals* published thesis, China: National Ceng Kung University, p. 155

<sup>33</sup>*Ibid*, P. 18

<sup>34</sup>Nada Salem, Abisamra, (2000), *Teaching Second Language Reading From An Interactive Perspective*, educated journal online.

DRTA (Directed Reading Thinking Activity) is one of the methods for teaching reading comprehension. It usually uses to teach narrative text. Nada Salem mention in her article DRTA is group comprehension activities that feature the prediction of the story even prior to reading, reading to prove or modify predictions, and the use of divergent thinking. Alan Crowford explains there are seven steps in using DRTA method for teaching reading in order to get maximal result in reading comprehension, they are:<sup>35</sup>

- Prepare the text by marking four or five good stopping points.
- Prepare a chart to explain that we will read one bit at a time
- Ask the students to read the title of the story and ask their prediction.
- Ask the students to read the first stopping point
- The teacher reviews the prediction and asks which one is coming true so far.
- Student predicts what they think will happen next.
- Finally, check their last prediction and summarize it.

## 8. Collaborative Strategic Reading

### a. Definiton of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR), was found and develop by Klingnerand Vaughn. They state that Collaborative Strategic Reading (CSR) is an excellent teaching technique for teaching student reading comprehension and

---

<sup>35</sup>Alan, Crowford et.al, (2005), *Teaching and Learning Strategies for The ThinkingClassroom*, New York: The International Debate Education Association, P. 44

building vocabulary and also working together cooperatively<sup>36</sup>. It means that Collaborative Strategic Reading (CSR) is a technique that can improve students reading comprehension increases their vocabulary and also enhanced cooperative skills during reading activity. Meanwhile, Sharon Vaughn, Janette Klingner, et al state that CSR was designed to address the three prevailing educational issues discussed previously:<sup>37</sup> (a) meeting the learning needs of an increasingly diverse student population, particular English language learners and students with learning disabilities, (b) providing an instructional practice that enhances comprehension of text and skills to learn from text and, (c) providing procedures that facilitate peer-mediated instruction. Initially, the teacher presents the strategies to the whole class using modeling, role playing, and teacher think-aloud. The concept is engaging student to work in small cooperative group and applying four reading strategies: preview, click and clunk (fix-it strategies), get the gist (main ideas), and wrap up (summarizing and questioning strategies).

Klingner and Vaughn in Nancy L Cecil, Joan P. Gipe, MarcyMeril describe that there are four comprehension strategies that students apply in small cooperative groups, follows:<sup>38</sup>

- Preview: prior to reading, student recall what they already know about the topic and to predict what the passage might be about.

---

<sup>36</sup>Klingner J.K and Vaughn, (1998), *Using Collaborative Strategic Reading*, The Council for Exceptional Children.

<sup>37</sup>Sharon Vaughn, Janette K. Klinger, and Diane P. Bryant, (2001), *Collaborative Strategic Reading as a Means to Enhance Peer-Meditated Instruction for Reading Comprehension and Contents Area Learning*. Vol. 22 Number 2, Page. 67

<sup>38</sup>Nancy L. Cecil, Joan P. Gipe and Marcy Merrill, (2017), *Literacy in Grades 4-8 Best Practice for Comprehensive Program*, Routledge 2 USA: park Square, Milton park, Abingdon, Oxon OX14 4RN 711 Third Avenue. New York, NY 10017

- Click and clunk: during reading, student monitor comprehension by identifying clunk, or difficult word and concepts in the passage and using fix-up strategies when the text does not make sense.
- Get the gist: during reading, students restart the most important idea in a paragraph or section.
- Wrap up: after reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

During Collaborative Strategic Reading (CSR), students are divided into small group consists of 4-6 students each group, and perform a different role. 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 role in Collaborative Strategic Reading (CSR), lessons that they must fulfill together. In Collaborative Strategic Reading all students are actively involved and everyone has opportunity to contribute as group members understand the text with Collaborative Strategic Reading. Meanwhile the role of the teachers in Collaborative Strategic Reading an connecting each group, clarifying the clunks, and providing assistances.

#### b. Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading. According to Abidin, “The goals of Collaborative Strategic Reading are to improve reading comprehension and increase conceptual learning in ways that maximize students”

involvement”<sup>39</sup> It means that Collaborative Strategic Reading is designed to maximize students’ engagement and help students to be successful in improving their reading comprehension. It is in line with Klingner et al, who state that Collaborative Strategic Reading was design to facilitate reading comprehension to students with reading, learning, and behavior problem included in general education classroom.

In addition, Klingner et al also state that Collaborative Strategic Reading helps students learn specific (*preview*), monitoring understanding (*click and clunk*), and finding the main idea (*get the gist*), and generating question and reviewing key idea (*wrap up*). Collaborative Strategic Reading also provides students play a critical role associated with effective functioning of the group and the implementation of strategies

#### c. Procedures of Collaborative Strategic Reading (CSR)

In this phase, students learn four strategies: *preview*, *click and clunk*, *get thegist*, and *wrap-up*. Preview is used only before reading the entire text for lesson. Meanwhile, wrap-up is used only after reading the entire the text for 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. Here the CSR plan for Strategic Reading according Klingner and Vaughn:

#### Before reading

##### 1) Preview

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

---

<sup>39</sup>Abidin, M.J.Z, (2012), *Collaborative Strategic Reading (CSR) within cognitive andmetacognitive Strategies perspectives*, European Journal of Business and management. Vol 4. No.1

- 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. Were there any parts that we had to understand (clunks)?
- b. How can we fix the clunks? Use fix-up strategies
- Reread the sentence and look for key ideas to help you understand the word.
  - Reread the sentence with the clunk and the sentence before or after the clunk looking for clues.
- c. Look for a prefix or suffix in the words.
- d. 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 section 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?

d. Teaching Reading Using Collaborative Strategic Reading (CSR)

The following is procedure in teaching reading using Collaborative Strategic

- First: Introduce the procedure of Collaborative Strategic Reading (CSR). Tell students about the advantages in learning reading using Collaborative Strategic Reading (CSR) and explain them that Collaborative Strategic Reading (CSR) is useful for them to develop their reading comprehension.
- Second: Divide students into small group. Each group consists of 4-6 students. After all students get a group, they have to choose the role *as leader, a clunk expert, a gist expert, an announcer, an encourager, and a timekeeper.*
- Third: Give students the instruction to practice reading activity using CSR including *preview, click and clunk, get the gist, and wrap up.*
- Fourth: Control all group when the students work and help if they find problem.
- Fifth: Retell the text in front of the class and other students give their argument.
- Sixth: Give students some questions related to the text. This activity is done individually. After finishing, they collected the answer sheet. Finally, make an evaluation about students answer; it will make the teacher knows their score reading comprehension

#### e. Advantages and Disadvantages of Collaborative Strategic Reading (CSR)

According to Abidin, M.J.Z and Riswanto there are some reasons why it is needed to implement CSR in reading class. These reasons can be included as the

advantages of implementing CSR. They are as follows:<sup>40</sup>

- CSR is not only teaching readers with cognitive (top down and bottom up) approach but also teaching readers how to use the strategies metacognitively.
- CSR engages students to work in small group cooperatively, so the students have opportunity to discuss and share the ideas among the members of the groups as well as develop their social skills in achieving similar learning goals.

Whereas, according to Klingner and Vaughn, there are some disadvantages of CSR, they are:<sup>41</sup>

- CSR strategy requires much time to teach the students and much time may be wasted in negotiations about who would perform on specific role
- To implement CSR, teacher needs to be given an intensive collaborative professional development programming class.
- Teaching CSR in reading content area may need more attention than other foreign language subject because teacher may lack of English comprehension in bilingual class program, the teachers use two instructional languages for the students, the CSR need to be taught collaboratively as a teaching team.

## B. Related Previous Study

There are some previous studies that relevant to this research, they are:

---

<sup>40</sup>Ibid, P. 194

<sup>41</sup>Klingner, J.K. and Vaughn,S, (1999), *Teaching Reading Comprehension Through Collaborative Strategic Reading*. Intervention in School and clinic, 34, (5). 284-292



- 1 The first study was done by Ikhwanudin, entitle: *“Improving ReadingComprehension by Using Collaborative Strategic Reading (CSR) to seventhGrade of MTs Mantingan”*. This research is used the Classroom ActionResearch, the researcher choose seventh grade, eight grade, ninth grade, each grade consist of six classes, they consist of A until F class. The researcher taken place in VIIF classroom, there are consist of 30 students. The aim of this research is to describe the process of the implementation of Collaborative Strategic Reading technique in teaching reading comprehension. The result of this research shows that improving reading comprehension using collaborative strategic reading (CSR) technique can overcame the students“ problem in reading comprehension effectively.
- 2 The second research was done by Anike Rosalina, entitle: *“The influence ofCollaborative Strategic Reading (CSR) Technique on Students’ Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109 KotaTangerang”*, as her thesis in 2014, the research was conducted at SMA PGRI109 Kota Tangerang, the population of this research is the second grade of senior high school, the researcher choose XI IPA 1 as the experimental class and XI IPA 2 as the control class. The aim of this research was to know the empirical evidence of the influence of using Collaborative Strategic Reading(CSR) technique on students“ achievement in reading comprehension of narrative text. The result of the research therewas different students’achievement in reading comprehension in experimental class which is given Collaborative Strategic Reading and control class that were not. Therefore it can be concluded that teaching

reading through Collaborative Strategic Reading (CSR) technique had an influence on students' reading achievement on narrative text.

- 3 The third relevant study was done by MisrunNizar, entitle: *"IncreasingStudents' Reading Comprehension by Using Top Down Processing Strategy"*. The research was take place in MTsS Al Manar, the researcher chose two classes of the second year students one served as an experimental class another one as a control class. The aim of this research was to find out whether top down processing strategy can increase students' reading comprehension. The result of this research was top-down processing strategy helps the students in encouraging their background knowledge to improve their reading comprehension, although top-down processing strategy can improve students' reading comprehension, but they also faced some difficult in learning reading, such as the lack of vocabulary and limited credit hour.

### C. Hypothesis

From the description of related theories, the researcher proposes the hypothesis that using collaborative strategic reading (CSR) techniques can improve students' reading comprehension at tenth grade of SMAS Shalahuddiin Al-Munawwarah.