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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is widely used in written and oral communication as a means of exchanging information, including in the field of education, science, and technology. According to Harmer (2007:265), teachers tend to talk about the way we use English in terms of four skills, namely; reading, writing, speaking and listening. Reading comprehension, a most essential academic skill, continues to challenge a wide number of students (Mason, 2004). According to Eskey (2005), many EFL students may not need to speak English in their daily lives but they need to read it to access the richness of information in English. Since the most decisive component of reading is comprehension, the primary concern of teachers should be to assist developing students to become decisive ‘comprehenders’ (Rasinsky&Padak, 2000).

The students develop an effective comprehension approach when they learn initially to trigger their prior knowledge, ask questions and answer them, make inferences, produce summaries and identify the writer’s purpose and the passage structure (Pressley, 2006). In addition, Mc. Neil (1992:16) states that, reading comprehension is acquiring information from the context and combining different elements into a new whole.

Based on Moats (2004:7), the most fundamental responsibility of school is teaching students to read. Reading is the fundamental skill upon which all formal education depends. Research shows that a child who does not learn the reading



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basics early is unlikely to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students and make the loss of public confidence in the school system.

In fact, reading is not as easy as people think. McNamara (2009) states that reading passage seems to be too difficult for students because of some conditions. The conditions refer to the failure of understanding the words and the sentences due to the lack of prior knowledge and vocabularies, the difficulty in answering the questions based on the text, and the lack of comprehending the structure of the text. According to Snow (2004), reading comprehension entails three elements. These is the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part. It means that in order to meet an effective comprehension, the students should be the reader who is going to comprehend the text through several comprehending activities.

The main aim of teaching reading at senior high school level in Indonesia is conducted based on the reading objective in English curriculum. It is stated in reading competence that the students are expected to understand the meaning of interpersonal and transactional written texts in the form of recount, narrative, procedure, descriptive new item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion and review in daily lives contexts (Badan Standar Nasional Pendidikan, 2006:31). In shorts, the students are really expected to comprehend and understand reading texts that are in accordance with daily life.



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Based on the data, the minimum standard score of English (KKM) at SMP IT Al Bayyinah Pekanbaru was 75. However, there were still more students who obtained low English scores or lower than KKM. It was only 49% of the students who could reach the KKM.

Based on the preliminary study conducted at SMP IT Al Bayyinah Pekanbaru, some problems were faced by the students and the teacher in teaching and learning reading. From the student sides; firstly, the students spent more time to reread the text in order to get and connect the information of the text that they have read. Even they could easily guess the meaning of the words, but it was difficult for them to comprehend the information from the text, especially implicit meaning. Consequently, they failed in integrating the information they have read with their existing knowledge. They could not achieve their goal of reading. In fact, researches show that learning is enhanced when new information is integrated with the learner's existing knowledge (Adams and Bertram 1980; Rumelhart 1980). Eilers and Pinkley (2006) used prior knowledge (connecting text-to-self, text-to-text, and text-to-world), predicting, and sequencing strategies to improve student reading comprehension. In addition, the connection between an individual's prior knowledge and reading comprehension has been clearly demonstrated (e.g., Anderson et al. 1977). Moreover, the background knowledge or world knowledge stored in the readers' memories can help them understand reading text better. According to Heffernan (2006), reading without background knowledge causes difficulties to the reader. To add, Huang (2006) states that



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background knowledge motivates the readers of English for academic purpose (EAP) to achieve the goal of reading.

Secondly, the students had difficulty in recognizing the words and describing what the ideas from the text even their teacher asked them to consult to dictionary. For many times, if the words were unfamiliar to them, they asked the teachers to translate the words into Indonesian. In addition, the students had difficulty in understanding words, phrases, clauses, and sentences in English. Moreover, they tried heavily to understand the inner feeling of the author although their teacher already gave the clues. As the result, the students failed to identify the words, especially those that have more than one meaning. Whereas, some findings in reading researches over the past seven decades pointed out that vocabulary knowledge contributed significantly to students' reading comprehension performance(Baumann and Kame'enui, 2004; Davis, 1942, 1944; Ruddell and Unrau, 1994; Whipple, 1925; Yildirim, Yildiz, and Ates, 2011). This research has shown that vocabulary knowledge and reading comprehension are correlated, making vocabulary a leading predictor of reading comprehension among children and young adults. In addition, result from the 2009 and 2012 NAEP reports indicate that the students who scored higher on NAEP vocabulary questions also scored higher in reading comprehension (National Center for Education Statistics, 2012).

According to Aebersold and Field (1997), when the students read academic articles or difficult text, they may face unfamiliar words of which they do not know the meaning. As a consequence, Nuttal (2000) states that they have

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vocabulary problem during the reading process. For example, readers might have difficulties understanding the idioms, terminology, words of more general meaning, irony, synonyms, and antonyms provided in reading materials and these words may interfere with their reading since they do not allow the readers to move forward.

After that, the finding based on preliminary study found that the students always heavily focused on word recognition and word for word translation. As a result, they may employ fewer higher-order thinking processes while reading and may tend to be less metacognitively aware (Rusciolelli, 1995). Even the teacher sometimes did a warm up before reading like showing the pictures, they could not make predictions, hypotheses, monitor their comprehension while extracting meaning from their reading. It was hard for them to get engaged to the writer's purpose and mood even while the teacher was leading to use higher order thinking. Furthermore, they were unable to use effective reading strategies to guide them on their reading comprehension and to help them become independent readers. Markedly, in academic reading comprehension, if students lack metacognitive knowledge, they feel puzzled in adopting the appropriate reading methods and reading strategies (Shokrpour&Fotovatian, 2009). In addition, metacognition has been identified as a significant factor for text comprehension (e.g., Williams & Atkins, 2009). As Harris's (1990) groundbreaking conclusion suggested, metacognitive abilities seem to be a differentiating factor between good and poor readers.



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The last problems from the students were most of the students were not able to identify the topic of the text, to find the main idea of each paragraph, and to draw the inference of the text. In fact, according to Grabe and Stoller (2002:9), reading is the ability to draw meaning from printed page and interpret the information appropriately. Smith (1987:56) states that reading comprehension means understanding, evaluating, utilizing, of the information and gained through an interaction between reader and author, according to Heilman, et.al (1981: 241), it is important to be considered that a good reader must have five skills in reading comprehension, they are:

- a. Recalling word (vocabulary knowledge)
- b. Drawing inferences from the content
- c. Following the structure of a passage
- d. Recognizing writer's purpose, attitude, tone, and mood
- e. Finding answer to questions answered explicitly or in paraphrase

Some students have problem in understanding reading text. By introducing the five skills in reading comprehension, the students can be more interested in learning English.

Then, the problems from teacher side, teacher did not provide the students with the strategies that help them in understanding the meaning of the text. For example, the teacher only repeated her action on displaying students reading text, finding the difficult words, translating unfamiliar words, and answering the questions without any preview section in the beginning to trigger students' prior knowledge. In addition, it was fact that sometimes the teacher provided the



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students with the difficult materials. The teacher was rarely to conduct the reading test in order to find the students' reading ability level. In fact, the National Institute emphasized the critical role of reading comprehension as the “essence of reading”(Durkin, 1993, p. 4-1) and noted the importance of preparing teachers to teach comprehension strategies. Furthermore, they suggested that teaching a combination or package of reading comprehension strategies is more effective than teaching isolated strategies. In addition, Lems.et.al (2010:33) stated that reading was an interactive process that took place between the text and the reader's processing strategies and background knowledge. It means that reading is a process that can make the readers use some strategies and also combine with their knowledge to comprehend something that they are reading.

After that, all reading activities conducted were done by the students themselves without any cooperation each other. In fact, the teacher did not involve the students to the reading atmosphere where they could share their knowledge related to the text they read neither in peers nor groups. On the contrary, the importance of involving students in real reading conditions where they can take risks, use higher order thinking abilities and share their knowledge with peers has been well documented(Alfassi, 1998; Lowman, 1990; Rasinsky&Padak, 2000). The students benefit tremendously when they are trained to work in groups and improve their social and communication skills through peer modeling (Alfassi, 1998; Janney&Snell, 2002). It can also assist them to overcome their fear of failure, gain confidence and feel a sense of camaraderie when they are given the

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opportunity to share their experiences with classmates and pool their resources to complete a challenging reading task (Gross Davis, 1993).

As the result, it clearly shows that the strategies are crucial role for the teacher in helping students to achieve reading comprehension. Similarly, other researchers have described their efforts to promote comprehension strategy instruction by teachers. Deshler and Schumaker (1993) noted that they had struggled to help teachers find a balance between content and strategy instruction. Pressley and El-Dinary (1997) described their investigations of how teachers implemented reading comprehension strategy instruction and concluded that comprehension strategy instruction is an intervention that appeals to and is possible for only some teachers. The National Reading Panel (2000) reported that for teachers to use strategies effectively, extensive formal instruction in reading comprehension is necessary.

Since the problems mentioned above came from both students and teacher, it is necessary to propose reading comprehension strategies in order to help them overcome the problems. Realizing on the phenomenon above, two particular strategies are considered as effective reading comprehension strategies namely Collaborative Strategic Reading (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading. Applying Collaborative Strategy Reading (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading were expected to solve the problem and to bring good improvement in students' reading comprehension achievement.



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Collaborative Strategic Reading (CSR) was designed to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms (Klingner, Vaughn, et al., 2001). Built on the foundation of reciprocal teaching (Palincsar& Brown, 1984) and many of the features previously identified as associated with effective instruction (e.g., collaborative group work, interactive dialogue, procedural strategies).

CSR helps students learn specific strategies associated with effective reading comprehension: brainstorming, predicting, clarifying difficult words and phrases (*preview*), understanding meaning of the text (*click and clunk*), finding and summarizing the main idea and important detail (*get the gist*), and asking-answer questions and reviewing key ideas (*wrap up*). CSR also provides students with the opportunity to work in small cooperative groups (approximately four students per group) 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*) (Klingner& Vaughn, 1996).

Another reading strategy considered to overcome the problem of students' reading comprehension is Know-Want to Know-Learn (KWL) Strategic Reading. Through a three-phase strategy ("Know", "Want to know" "Learnt"), students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the



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final phase L (Learned), students reflect on the new knowledge generated or retrieved as the plan is implemented. (Paris, 1987:37).

Compare to repeated method which was usually monotonous, the students only read and review the entire text. KWL strategy is divided into three main parts; K, W and L. It makes the students become clearer about the information and elaborate with their own knowledge. Repeated method also make the students have a less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. But KWL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading.

The teacher used these strategies in teaching reading at the second year students of SMPIT Al Bayyinah Pekanbaru. Revealing all of these, it was necessary to carry out a research entitled **“A Comparison between the Effect of Using Collaborative Strategic Reading (CSR) and Know-Want to Know-Learn (KWL) Reading Strategy towards Students’ Reading Comprehension at the Second Year Student of SMPIT Al Bayyinah Pekanbaru”**.

B. The Statement of the Problem

The main aim of this study is to compare between the effect of Collaborative Strategic Reading (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading Applying Collaborative Strategy Reading (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading are expected to solve the problem and to bring good improvement in students’ reading achievement.

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Regarding to background of the problems above, there are some problems in teaching-learning of reading, especially teaching learning of reading. The problems might come from students and teachers. However, those problems are considered to solve immediately. Firstly, not all of students have prior knowledge to make them easier in integrating to new information. In contrast, according to Christen and Murphy (1991), it is actually expected that good readers draw on their prior knowledge and experience to increase their understanding.

Secondly, the students had difficulty in comprehending the ideas and describing what the information from the text because students were lack of vocabulary. It made them difficult to understand the words, phrases, and sentences in English text. It also influenced to the students ability to find main ideas and supporting details, word meanings (synonym and antonym), and answering the questions given based on the text. Whereas, Yildirim, et al (2011) states that reading research pointed out that vocabulary knowledge contributes significantly to students' reading comprehension performance.

Lastly, the students lack of metacognitive skills that manage their own reading effectively. They cannot make prediction and hypotheses before reading, monitor their comprehension during reading, and evaluate whether their attempt at comprehension after reading. Moreover, Zhang and Seepho (2012) pointed out that metacognitive strategies are important for successful second/foreign language readers.

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Other problem are the teachers themselves. Teacher did not provide the students with the strategies that help them in understanding the meaning of the text. In addition, the students were not placed in a reading atmosphere where they could share their reading experience cooperatively. For example, the teacher only repeated her action on displaying students reading text, finding the difficult words, translating unfamiliar words, and answering the questions based on the text. In fact, students benefit tremendously when they are trained to work in groups and improve their social and communication skills through peer modeling (Alfassi, 1998; Janney&Snell, 2002).

Based on the problems mentioned above, in order to avoid biases, it is needed to address some questions. The problems are addressed in questions as follows: What makes students obtain low reading comprehension? What are the causes that make the students get many difficulties in comprehending the text? Has the teacher implemented the strategy or technique in teaching reading comprehension properly? What efforts should be made to enhance students' reading comprehension? Which strategy or technique is suitable to improve students' reading comprehension? Is Collaborative Stratetegic Reading appropriate strategy to improve students' reading comprehension? Is Know-Want to Know-Learn (KWL) Strategic Reading appropriate strategy to improve students' reading comprehension? At last, how is the comparison between CSR and KWL on students' reading comprehension?

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Collaborative Strategy Reading (CSR) is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner, 1998). Collaborative Strategic Reading (CSR) serves as a way to develop the topic of the text through active students' prior knowledge's students that related to the topic.

On the other hand, according to Carr & Ogle (1987), charts in KWL helps students to be active thinkers while they read and gives them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

The Limitation of the Problem

Based on the background and statement of problems about students' reading comprehension above, the study focused on comparing the strategy used between Collaborative Strategy Reading (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading toward students' reading comprehension in narrative text. The population of this research were the second year students of SMP IT Al Bayyinah in academic year 2016/2017. Because of the limited time and budget, this research was conducted in four meetings in November 2016.



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This research was conducted by using quasi experimental research design with pre-test and post test design. There were three variables in this research. The first dependent variable of this study was Collaborative Strategy Reading (CRS) and the second dependent variable was Know-Want to Know-Learn (KWL) Strategic Reading while the independent variable was reading comprehension. The sample divided into two experimental groups, one group was taught by using Collaborative Strategy Reading (CRS) and another one was taught by using Know-Want to Know-Learn (KWL) Strategic Reading. Both of groups were given pre-test and post-test with same items. Data of the students' reading comprehension was gathered using a written test. The type of test in this research was limited into an objective test, which consisted of 25 multiple choice items that must be answered based on the text given.

D. The Purpose and Objectives of the Study

The purpose of this study was to compare the effect of using Collaborative Strategy Reading (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading on students' reading comprehension of the second year students at SMP IT AL Bayyinah Pekanbaru.

Specifically, the study was conducted to fulfil the objectives that can be stated as follows:

1. To find out the students' comprehension before being given treatments of Collaborative Reading Strategy and Know-Want to Know-Learn (KWL) Strategic Reading at SMP IT Al Bayyinah Pekanbaru.



E. The Research Questions

Based on the limitation of the problem above, the research questions were formulated as;

1. Is there any significant difference of the students' reading comprehension before being given the treatments of Collaborative Reading Strategy (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading at SMP IT Al Bayyinah Pekanbaru?
2. Is there any significant difference of students' reading comprehension between before and after being given the treatment of Collaborative Reading Strategy (CSR) at SMP IT Al Bayyinah Pekanbaru?

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3. Is there any significant difference of students' reading comprehension between before and after being given the treatment of Know-Want to Know-Learn (KWL) Strategic Reading at SMP IT Al Bayyinah Pekanbaru?
4. Is there any significant difference of the students' reading comprehension between using Collaborative Reading Strategy (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading at SMP IT Al Bayyinah Pekanbaru?

F. The Significance of the Study

The study aimed to improve a new strategy in teaching English to English Language learners as a research contribution to EFL teaching and learning. It was expected that Collaborative Reading Strategy (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading would generate future EFL/ TESL research in future. Those strategies helped the students to consciously control how they learn reading comprehension so that they could be more efficient and motivate.

The researcher also hoped this study could be useful to develop the teacher teaching techniques at SMP IT Al Bayyinah Pekanbaru, so that the students were more motivated to use the language. In addition, this technique was expected to help the teachers improve their performance during teaching and learning process. Teaching reading comprehension should be presented as interesting as possible. It is hoped that CSR and KWL could be two options to be applied in teaching reading comprehension. In teaching activity, the teachers are expected to



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give more opportunity to the students to be active during learning activities so that the students could study well and feel motivated to develop their reading skill.

As the student's concerns, it was hoped this study would be able make them to understand how to comprehend a text, to increase their achievement in reading narrative text, and also to encourage them to be more active and high motivated students. CSR and KWL are excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. These techniques are the way to help foreign language learners engage with difficult text and use the key reading strategies to improve comprehension.

For the next research, this study could be used to give us evidence about implementation theory based on problem that faced above that was improving reading comprehension through CSR and KWL Strategy. Furthermore, the results of this study were expected to enrich theories and can be a reference for future studies related to CSR and KWL strategy in improving reading comprehension at the high school students. In addition, the results will contribute to the cumulative body of research based on the theory of relationship between reading development and other literacy skills such writing,

The Rationale of the Study

This study was conducted to find out which strategy was better to be implemented in teaching and learning process of reading comprehension between using Collaborative Reading Strategy (CSR) and Know-Want to Know-Learn (KWL) Strategic Reading.



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Before elaborating on why strategic reading is important for language learning, the fundamental construct should be defined. Duffy & Roehler (1983) view strategies as flexible actions readers take to construct meaning from the text. On the other hand, Sinatra et al. (2002 : 63) describe strategies as “goal-directed cognitive operations over and above the processes that are a natural consequence of carrying out a task”. These statements share the common conceptual ground that reading strategies are cognitively intentional behaviors initiated by learners to attain the goal of problem-solving. Through careful and deliberate planning, learners can be efficient in attaining, processing, storing and retrieving new sources of information.

In the past decades, many reading researchers have stressed the importance of training language learners to be strategic readers. For example, Paris et al. (1983:293) highlight that learning to be a strategic reader can promote reading comprehension and “failure to be strategic in reading may result from either developmental inability or poor learning”. Palincsar and Brown (1984) suggest that strategic reading helps students, especially low-achieving learners, avoid comprehension failure and enhance their retention of the text. Similarly, Koda (2004) points out that strategic reading can not only compensate for learners’ comprehension deficiency but also develop their critical thinking. In addition, Pressley (2006) contends that language learners should be taught strategic reading through explicit instruction.

In Indonesia, reading instruction has been the central focus in EFL learning contexts as English is a required subject for students wishing to enter higher



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education. In most of the classes, one of the primary English curricula is often accurate translation from the texts. According to Chen (2005), Chern (1993), and Shang (2007), they state that students rely heavily on decoding skills and they tend to read in a word-by-word, sentence-by-sentence fashion. This analytical reading behavior is perhaps influenced by their past learning experience. As Wei (1997) points out, the traditional grammar translation method is the most prevalent approach in classroom settings, especially in junior and senior high schools.

Another dilemma that English teachers have to is the class consisting of students with different learning styles, expectations, interests and motivation in English learning. It is almost impossible for teachers to meet every student's need or get them all involved in classroom activities under these circumstances. Moreover, because of the prevalent approach to teaching mentioned above, a number of students have developed passive attitudes and will not be able to take responsibility for their learning. They depend on their teachers for the transmission of knowledge and expect them to explain the meaning of the reading materials. Many students do not develop an interest in reading; they only study English for the purpose of passing the exams. The loss of motivation and inactive attitudes may be impediments to their English learning.

Encountering the above-mentioned difficulties in teaching and learning comprehension, knowing good strategy and high motivation through this study is very important not only to the students as object of education but also for teachers and all stakeholder of school to improve the students' achievement, especially in



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English achievement. In addition, the English teacher need to know a feasible and effective reading strategy which can help students improve their strategic reading in a large class setting and provide opportunities for them to take more responsibility for their own learning.

CSR is one of strategy used to teach reading comprehension to students by guiding them to use comprehension strategies while working cooperatively, divide the students into some small groups that consist of 5 students. This strategy would build and explore readers' prior knowledge and promote the reading comprehension. Collaborative Strategic Reading allowed the students to collaborate with teacher and other students to construct their understanding in reading a text. By using Collaborative Strategic Reading (CSR), teacher teaches students to use comprehension strategies while working cooperatively. Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each. According to Klingner, Vaughn, & Schumm (1996), initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-aloud. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement during learning process. CSR has also yielded positive outcomes for average and high achieving students.

On the other hand, KWL is a strategy in helping students to comprehend the text. Students are able to comprehend the information contained from the passage. It consist of 3 phases (know, want to learn, learned). According to Irena(2009),



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KWL reading strategy has a value that enables readers to become better in reading comprehension activity. KWL reading strategy provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. The process gives information to improve comprehension and retention of the material. It means that KWL strategy can help students to be able to comprehend when they are reading and be more active in reading class.

H. The Definitions of Terms

Based on the key terms of this research, three definitions are explained to avoid misunderstanding and misinterpretation. The title of this research is “A Comparison between the Effects of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Strategic Reading towards Students Reading Comprehension at the Second Year Student of SMP IT Al Bayyinah Pekanbaru”. The definitions of key terms are as follows:

a. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987) or student pairing. The instructional framework of CSR is based on the assumption that reading comprehension can be promoted and

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reinforced through peer collaboration and the application of reading strategies (Palincsar & Brown, 1984; Vaughn et al., 2001). In CSR, four reading strategies are taught – (1) *preview*, (2) *click and clunk*, (3) *get the gist*, and (4) *wrap-up*.

b. Know-Want to Know-Learn (KWL) Strategic Reading

Know-Want-Learn (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer (Perego & Boyle, 2001: 70, Ros & Vaughn, 2002: 179).

c. Reading Comprehension

Theoretically, reading comprehension is an interactive process of deriving meanings from a text (Rumelhart, 1981). Trehearne and Doctorow (2005) support this claim saying that it is an interaction of different variables (reader, text, environment) in a sociocultural context. It is viewed as a complex set of cognitive activities involving many skills and dimensions such as 'the perception of words, clear grasp of meaning, thoughtful reaction, and integration' (Hermosa, 2002 : 63).