

CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 The Nature of Reading Comprehension

Many experts have differently defined about the word reading. According to Grellet (1985), reading is assigning meaning and extracting information from writing texts. It means reading requires some abilities extract information from a text and to construct new understanding. Carver (1990) says reading as a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. Reading is a means of language acquisition, of communication and of sharing information.

In addition, Gibbons (1991:51) defines reading is the process of getting the meaning from print. It means there is an interaction between the author and the writer in this activity because the writer delivers her/his idea to the readers through the texts. The readers can also improve their understanding through reading activity. Further, Guy (1993) says that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize a symbol or printed words and to construct a meaning from a text. So, it can be inferred that the aim of the reading process is to understand the meaning which is informed by the writer to the reader. The reader tries to interpret the word per word, sentence per sentence based on its context and clues given by the writer on the text. In the process of

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getting an idea of the text, the reader uses his skills to recognize the language or genre of the text.

Bamford (1998:12) defines reading as the constructing meaning from a printed or written message. The constructing of meaning involves the reading connecting information from the written message with previous knowledge to arrive at the meaning at understanding. Elizabeth S. Pang (2003:14) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. It can be concluded that reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading.

In reading comprehension, the reader involves some processes to understand and comprehend the text more. Klingner et al (2007:8) say that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)."

It can be concluded that reading comprehension is the strategic process of making connections between ideas in the text and ideas in the readers' mind. It means that, when students read the text they try to make connections between ideas in the text and their previous knowledge.

A reader must understand information of the text they read, so they will success to comprehend the text as whole because they are actively engaged and be

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interactive with the meaning of the text. In addition, Brown (2001:187) says that there are several skills in comprehending of reading such as: main idea (topic), expressions/idioms/phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite. It can be inferred that students have to master some skills in reading such as getting the main idea, contextual expression, implied meaning, supporting details, and finding the words with similar and opposite meaning.

Similarly, King and Stanley (2008:8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference. The theory above can be described as follows:

a) Finding main idea

Reading concerns with meaning to a greater extend that it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate. Thus, the main idea is the most important piece of information the author wants the readers to know about the concept of the paragraphs. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words.

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b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and the amount which most of the answers can be found in the text. So, finding factual information/ details are the specific information or part of the text which means looking for the information that relevant to the goal in mind and ignores the irrelevant.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word. So, finding the meaning of vocabulary in context is understanding vocabulary what the words mean such as knowing their “form” (how their sounds, how they spell, grammatical change that could be made to them), their “meaning” (their conceptual content, and how they relate to other words and in particular types of language use.

d) Making references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on. So, making reference is the intentional use of one thing to indicate something else, in which one provides

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the information necessary to interpret the other. Moreover, finding reference means interpreting and determining one linguistic expression to another.

e) Identifying inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions. Therefore, Inference is a good guess or a conclusion drawn based on the logic of the passage. Finding inference means the reader imply the sentence or passage understands and concludes it logically.

II.1.1 Purposes of Reading

Nunan (2003:251) suggests that there are seven main purposes of reading:

1. To obtain information for some purposes or because we are curious about some topics,
2. To obtain instructions on how to perform some task for our work or daily life and knowing how an appliance works
3. To act in a play, play game, and do puzzles.
4. To keep in touch with friends by correspondence.
5. To know where and when something takes place or what the text is talking about
6. To know what is happening or has happened as reported in newspapers, magazines, reports, etc).
7. To read for enjoyment or excitement.

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The statements above show that reading is not only how to see and read the written text, but also to get the meaning of the writer's message that involves in a reading process throughout the transaction between reader and text and the interaction between reader and writer by using text. Then reading as a comprehension becomes the most priority aspects in the purposes of reading, which determine the specific knowledge, skill and strategies of the reader.

Reading is probably one of the most beneficial and feasible activities that a person can do. It is through reading that a person is going to be able to discover new ideas, concepts, places, and people. Some people even describe reading as a journey that starts as the opening of a page, and finishes as the last page is turned. The reason why reading is so important is because reading is relaxing to our mind and soul; it is a way for children to reach out to the world, and it improves our thinking process.

The first reason why reading is so beneficial in our lives is that a book furnishes relaxation to our mind and soul. There is something about stopping to focus on words during reading that is instantly relaxing. Maybe it is just staying still in a chair, something that does not seem to happen often in our lives. Stress is a major concern for a lot of people because of the day to day labor. Even if we have a stressful day, a book can easily distract us from our own problems. Reading has ability to calm us down, and dispense peace.

The second reason why reading is so beneficial in our lives is that reading is relaxing, and it is also a way for children to reach out to the world. Reading should be encouraged among children at an early age. This is significant because

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there are numerous benefits that children can dilate from reading. Aside from mushrooming qualities and senses, reading also reports knowledge and information to their brains. It is no secret that reading increases children's vocabulary and spelling more than talking or direct teaching. Reading forces us to look at words that we might not have seen or heard in our lives.

The third reason why reading is so beneficial is that reading improves our thinking process. Reading books require, readers think and imagine about different details in the book such as characters and plot; this provides us to improve our thinking process. Repeating a habit of reading and persuading the brain to be more buoyant and absorb more information will give us a great benefit. It also obliges readers to focus on what they are reading for long periods. Unlike magazines, internet posts or e-mails that might contain small pieces of information, books tell the whole story.

II.1.2 Types of Comprehension in Reading

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Furthermore Day and Park (2005) also propose several types of comprehension, as follows:

1. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies, structures, and facts which are not explicated in that text.

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2. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in the text.
3. Reorganization is rearranging information from various parts of a text in order to get new information.
4. Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects of a text and ability to redevelop an understanding by using related issues.
6. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands the reader to respond a text also with their feelings.

Based on the definitions above, reading comprehension refers to the understanding what has been read. Comprehension is a thinking process that depends not only on the comprehension skills, but also on the readers need grammar and vocabulary mastery to comprehend the text.

II.1.3 The Strategy for Reading Comprehension

Strategy is the way how students can understand the problems and make conclusions. Strategy in reading is how the students can understand the text.

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According to Douglas (2007:366), there are strategies that can be practiced by teachers in the classroom as the following:

- a. Identify the purpose in reading

When a teacher is teaching by using a reading strategy, students should know their purpose in their reading. According to Grabe, there are many academic purposes of reading. Those are at the following:

- 1) Reading is used to look for the information through scanning and skimming. It focuses on searching process that is about scanning and skimming. Scanning is analyzing a specific graphic form. While skimming is developing a simple understanding of the text. Both of them are the processes carried out at very high speed to read. Those are the way of searching the information from the text.
- 2) Reading for quick understanding (skimming). Readers do the skimming when they do not want to spend more time to read. It can lead them to focus attention on and understand it.
- 3) Reading to learn. It usually happens in academic and professional setting. Teachers do it when they need to learn important information that is used for the task. The reader usually remembers the main point (main ideas) and its support that is needed.
- 4) Reading to combine information. It is done by the reader when they read the different texts and bring it in one information or text. It is felt difficult that reading to learn. They have to critique and evaluate it to be a good text.

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- 5) Reading to evaluate, critique, and use information. The reader uses background knowledge while reading. Then, they make a good interpretation of the text when evaluation and critique is done well.
- 6) Reading for general comprehension (reading for interest or reading to entertain) Reading for general comprehension can be the basic of other reading purposes. Those are reading to learn and to evaluate. In addition, according to Harvey and Goudvis, one of reading purposes that never changes have understood.

According to Harmer, reading is useful for other purposes, they are:

- 1) Any exposure to English is a good thing for language students.
 - 2) Reading text is provided as a good model for English writing.
 - 3) Reading provides students to study the language. These are about vocabulary, grammar, punctuation, and the way we construct sentences paragraph and texts.
- b. Use graphemic rules and pattern to aid in bottom – up decoding
- For beginning levels, they have difficulties when reading. They have to be able to differ between spoken and written English. In spoken English, students have difficulties to learn English in pronunciation. The teacher should explain them about English grammar and pronunciation because English has English peculiarities.
- c. Use efficient, silent reading techniques for improving fluency

Silent reading is very useful for beginning level and intermediate or advanced level. The beginning level still has a limited word (vocabulary)

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and grammatical rules. In addition, the teacher should be able to help them increase their reading ability and comprehension through silent reading.

These are silent reading rules:

- 1) They should not pronounce it.
- 2) Readers should not read one by one word, but try to read a phrase.
- 3) A word has some meaning, readers should infer the meaning relate to context for understanding text.

d. Skim the text for main ideas

According to Hadfield (2008), skimming is the way how readers can get a global idea of the text, they should focus on few words the first and the last sentence of paragraph. Therefore, readers will be able to have main point and conclusion. While according to Douglas (2007), skimming is speed reading a whole text to get its purpose (the purpose of text). It can give readers a chance to predict its message. The teacher can practice students' skimming through giving them a few times to read the text and ask them to tell what the meaning of a text without open book.

e. Scan the text for specific information

Students can get specific information that they need through scanning. Scanning is searching specific text without reading a whole text. They just focus on specific information that they are searching. The teacher can try it to ask students look for a date or find a definition of a key concept. In addition, the teacher can also give them questions and give them a short time to answer it.

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f. Use semantic mapping

The teacher can ask students to semantic mapping to understand long ideas of text. It can be done individually or grouping.

g. Predict when students are not certain

Students can do prediction about text or some categories. It can be done as the follows:

- 1) Predict the meaning of a word
- 2) Predict the grammatical relationship
- 3) Predict discourse relationship
- 4) Conclude the whole meaning of the paragraph
- 5) Predict about a cultural reference
- 6) Predict the message of the text

h. Analyze vocabulary

One way that can be done by the students to understand a word through analyzing it in terms. There are many techniques that can be used. Those are at the following:

- 1) Search prefixes that may be able to stimulate
- 2) Search for suffixes
- 3) Look for root the word that is familiar
- 4) Analyze the grammatical that can give signal information
- 5) See the topic for clues

II.2 Teaching Reading

Teaching of reading was one of essential point must be concerned by the lecturer or teacher, because reading was a complex process, which each of the items must be prepared by the lecturer or the teacher. Reading arguably becomes the most essential skill for success in all educational contexts (Brown 2010:224). Teaching reading was a key point to success for the students. Reading, at first, may appear to be a routine activity in which individual words were combined to produce meaning. Consequently, many college students approach reading as a single - step process. They open the book, read, and close the book. Many researches reveal that effective reading was not single-step process, but a complex set of skill in involving activities before, during, and after reading.

In teaching reading, there are several principles that must be considered by the lecturer. This teaching principle may guide the lecturer in the process of teaching reading. According to Harmer (1998) there are six principles of teaching reading. They are as follows:

- a. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.
- b. Students need to be engaged with what they are reading: the students who do not engage with the text will not have any interest to the text. So, they need to be engaged with the material they read.

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- c. Students should be encouraged to respond to the content of a reading text, not just the language: It is important to let the students respond to the meaning of the message of the reading text.
- d. Prediction is the major factor in reading: The prediction may help the students to comprehend about the text.
- e. Match the task to the topic: The teacher should choose the reading task which is suitable for the reading topic.
- f. Good teacher integrate the reading text into interesting class sequences.

Teaching is a very complex enterprise, involving a series of decision-making activities that occur across a range of ideas, issues, and events (Loughran in Musthafa, 2014:139). Teaching is a theoretical act and theories, whether explicitly or implicitly held have powerful effects on what teachers do, how they do it, and how they determine if they are successful (Beach in Musthafa, 2014:139). As a teaching comprises various demands, many of them are conflicting one another, teaching requires continual decision making: making judgments about what is considered to be appropriate actions in a given situation at a given time. At this juncture, when teachers are faced with choices, teachers' personal, professional judgments become paramount in responding to problems at hand (Musthafa, 2014:139).

It can be said that teaching is the complex activities which has effects in teacher's decision in creating the materials and the way that the teacher uses to make the teaching learning process condition. The teacher is needed to respond the problems and solve the problems that could be faced in the class. It means in

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teaching, teacher is not only presenting or explaining the materials, but needs to be creative in solving any problems that can be faced in the class.

According to Nunan (2003:68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It can conclude that the readers must understand two important aspects to teach, in order the students have a good skill in reading.

Moreover, Richards (2002:273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, written text serves various pedagogical purposes. Thirdly, reading is a skill which is highly valued by the students and the teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading is useful for other purposes; any exposure to English to provide students understand it more, is a good thing for language students, it also provides good models for English writing and provide opportunities to study the language.

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II.2.1 Reading English Text

John M. Swales states that “Genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes” (1990, p.58). An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also use genre as the way to present the information logically.

Every genre of the text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and makes the ideas into the unity of the text.

In teaching genre, the English teachers should give the basic materials about the genre. According to Pardiyono M.Pd, “the basic materials in teaching genre of text to the students in the class are about (2007, p.2):

1. The clear communicative purpose.
2. The information, messages, or ideas that are packaged effectively into a certain text with the kind of elements of text that have to be arranged well into a good rhetorical structure or called.
3. The generic structure, the generic structure that should be shown in the sentences with the use of appropriate and effective grammatical patterns.

The concept of genre also explains that an English text has the different purposes and different rhetorical structure or generic structure. In addition, the concept of genre also explains the different language features, for example: the

difference in the use of tenses and sentence patterns. When the English teachers ask their students to identify the genre of texts, the English teachers have to remember with the three criteria in the form of text above. This is because every genre of text has a different purpose, the generic structure and language features.

II.2.2 Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, the narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories. Narrative text is writing in which a story is told, the details may be fictional or based on fact.

Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with setting, character, and plot (Beach, 2003). According to Michigan’s Genre Project (2004:3): “Narration is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters, and what the characters say and do. Narration can be fact or fiction. Some narrations report or are historical while others are creative and imaginative. Imaginary narratives typically impart some sort of truth to the reader. Whether factual or imaginary, the narrative can begin from the start and work its way to the conclusion, or it can begin in the middle of the action, and then recount earlier events through the character’s

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dialogue, memories, or flashbacks. It can be concluded that narrative text is to entertain the readers of the story with problematic event. It can be sad or happy ending.

Meyers (2005) says that narrative is one of the most powerful ways of communicating with others. A well written story lets your reader response to some event in your life as if it were own. They not only understand the event, but also they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Zainil (2005) states that to understand paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and references, paragraph developments such as coherence and cohesion in between and among the paragraph. From this opinion, it can be described that; topic, it is the word or phrase as the subject of the paragraph and answer of the question “what is the whole paragraph about”, and main idea, it is the sentence that states the topic of the paragraph. It is the answer of the question “what does the author say about the topic of paragraph”. In short, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in narrative text.

In Curriculum 2006, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. The narrative deals with a problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Typically, the events described in narrative text are written sequentially. For instance, novels depict numerous episodes of action while short stories may only contain a few or even one episode.

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Nevertheless, both relate a causal chain of events: each event in the story leads to another, as the protagonist, or main character, tries to reach a goal or solve a problem.

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this following way:

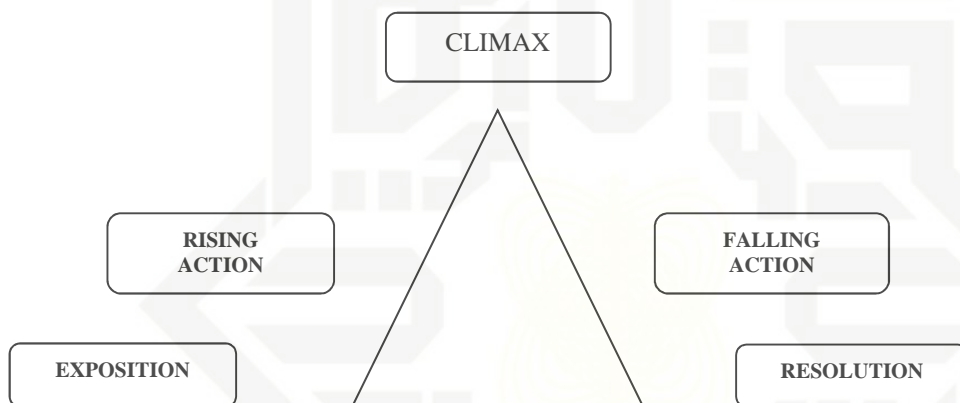


Figure 2.1: Freytag Triangle

- a. That picture is known as the Freytag triangle. The idea of the Freytag triangle is to serve as a kind of blueprint or map which can be used to guide us systematically in our writing. The Freytag triangle consists of: (a) the composition, it establishes the characters and the situation. (b) Rising action, it refers to a series of complication leads to the climax. (c) The climax is the critical moment when problem/conflicts demand something to be done about them. (d) Falling action is the moment away from the highest peak of excitement. (e) The resolution consists of the result or outcome. (Neo, 2005)

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- b. On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place. A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve that main character serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.
- c. There are language features of narrative text. According Anderson (1997), the language features usually found in a narrative text are specific characters such as The King, time words to tell when they occur, such as one upon a time, verbs to show the action, and descriptive words to portray the characters and settings. Beside that, the reader usually found direct and indirect sentences in narrative text and the writer uses the past tense; simple past, past continuous and past perfect tense.

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- d. In addition, there are some types of narrative. They are humorous, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novel, and adventure (Anderson, 1997). There can be a combination within each of these types. For example, a romance novel could include crime and mystery.

II.3 Collaborative Strategic Reading (CSR)

II.3.1 The Nature of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) has roots in cognitive psychology (Flavell: 1979; Palincsar & Brown: 1984) and sociocultural theory (Perez: 1998; Vygotsky: 1978). CSR was originally adapted for reciprocal teaching (Palincsar & Brown: 1984) and shares many features with its predecessor (collaborative group work, interactive dialogue, clearly specified procedures). In addition, Klingner and Vaughn (1996, 1998), originally develops CSR by combining collaborative learning with reciprocal teaching. Moreover, according to Grabe (2009:233), CSR is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and this approach has been used with both L1 and L2 students.

According to Johnson and Johnson (1989), Kagan (1991), in Klingner (2007:139), they state that to use this strategy, first, the teacher presents the strategies to the whole class using modeling, role playing, and teacher think-aloud (students are prompted to voice their thoughts before, during, and after reading). After students have developed proficiency to use the strategies, the teacher then assigns the students to heterogeneous cooperative learning groups. All the

students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text with CSR.

According to Bremer et.al (2002), this strategy involves four different steps applied *before, during and after* reading, and requires students to break into small cooperative groups. The steps are: (a) previewing (*before reading*), (b) finding the click and clunk (*during reading*), (c) getting the gist (*during reading*), and (d) wrapping up (*after reading*). In a more specific way, Spielberger (2002:17) explains that CSR combines instruction in comprehension strategies and study skills with collaborative peer practice. Students learn four strategies through direct instruction and teacher modeling: (a) preview (i.e., preview and predicting), (b) click and clunk (i.e., monitoring for understanding and vocabulary knowledge), (c) get the gist (i.e., understanding the main idea, and (d) wrap up (i.e., self-questioning for understanding). It is believed that CSR has been successful in improving reading proficiency in regular education, multilevel, inclusive, and special education setting. Originally, CSR designed for use with expository text in content area textbooks, but it can also be applied to narrative material.

These reading comprehension strategies have been demonstrated to be effective in enhancing students' understanding of the text, as well as in improving skills in reading for meaning, for a range of learning types, including students with learning disabilities, low achievers, and students who are not native English language speakers (Klingner & Vaughn, 1996; Palincsar & Brown, 1984; Wong, 1979; Wong & Jones, 1982). According to Palincsar & Brown (1984),

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Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies. To add, Johnson and Johnson (1989) state CSR teach students to work cooperatively. Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each.

According to Bremer et.al (2002), CSR can put into action in two stages: training the students to deal with the different reading strategies and having the students work in cooperative learning groups. Bremer et.al (2002) also claimed that making students work collaboratively yielded positive results in reading comprehension: the students spent greater time engaged in academic behavior and supported one another while trying to read the text using the prescribed method.

As in reciprocal teaching, CSR teaches students to apply metacognitive and cognitive strategies for improving comprehension. Flavell (1979) points out that the metacognitive processes that the reader learns are those involved in monitoring, understanding, selecting what to remember, and regulating strategy use. The cognitive strategies students use include previewing text, clarifying unknown words, determining main ideas, and generating questions and summarizing about what they have read. Guided by their teacher, students work collaboratively with their peers to read a text and use comprehension strategies. CSR also systematically builds students' background knowledge, motivation, and engagement, as well as assists teachers in identifying appropriate levels of text difficulty for their students.

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize the students' involvement. According

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to, Klingner & Vaughn (1996), developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR has also yielded positive outcomes for average and high achieving students.

Spielberger (2002:329) explains that in CSR, learning is scaffolded by both teacher and students. Scaffold means temporary support and guidance in problem solving. The teacher provides instruction in strategies, assigns group roles, and provides a guide for reading and discussion. The teacher gives students multiple opportunities to practice the strategies before asking them to apply the strategies on their own in cooperative learning groups. Meanwhile, students then scaffold each other's learning by providing immediate feedback.

Klingner et.al (2012) states that one multiple strategy reading program that has been found to be successful in helping students with informational text comprehension is Collaborative Strategic Reading. According to Klingner & Vaughn (1999), the four metacognitive and cognitive strategies of CSR are: Preview (activating prior knowledge and analyzing the text structure), Click and Clunk (self-monitoring), Get the Gist (finding the main), and Wrap Up (generate questions and review). Each of the strategies is taught separately, and the procedures for integrating them are provided by the teacher after the students acquire two of the four strategies. Both Click and Clunk and Get the Gist are practiced during reading. These strategies contrast with Preview, which occurs prior to reading, and Wrap-Up, which occurs after reading.

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During Preview, students learn about a passage, brainstorm about the topic, and make predictions about what they will learn (Klingner et al., 2012b). During Click and Clunk, students write down “clunks” which are words or concepts they do not understand. “Clicks” are portions of the text they understand. Students then apply fix-up strategies to find the meaning of their clunks including reading around the word and looking within the word (e.g., analyzing prefixes, suffixes, and root words; Klingner et al. 2012b). Students also have the opportunity to fix their clunks in a small, cooperative group. During Get the Gist, students determine the main idea of a text by finding the most important “who or what” and then write a brief gist statement (i.e., a short statement of the main idea; Klingner et al., 2012b). Finally, during Wrap Up, students formulate questions about the important ideas in the text. They ask these questions in a small, cooperative group and answer their classmates’ questions as well. Their discussion ends with sharing important ideas from the text (Klingner et al., 2012b).

According to Klingner & Vaughn (1999), the procedure of Collaborative Strategic Reading (CSR) can be done in two phases, these are teaching strategies and cooperative learning group roles.

1) Phase I: Teaching the Strategies

The teacher provides explicit instruction to students to teach the CSR reading comprehension strategies. As with reciprocal teaching, the teacher conveys the value in learning different comprehension strategies, emphasizing

that these strategies are what good readers use to help them understand what they read, and that by learning the strategies, everyone can become a better reader.

Moreover, as with reciprocal teaching, the students are exposed to all the strategies on the first day, so that they can get a sense of CSR-style strategic reading looks like. The teacher then provides additional instruction in each strategy, teaching students why, when, and how to apply each one.

For more detail, an overview of how to teach each of the strategies provided in the following sections:

a. Preview

The preview is a skill and cognitive strategy that can be used throughout the school day through all content instruction (Vaughn et al., 2001). Its purpose is to increase students' interest, activate background knowledge, and assist students in making predictions (Vaughn & Klingner, 1999). It is always teacher led with active engagement by the students (Klingner et al., 2012b). Teachers pre-teach vocabulary, provides short video clips, and show pictures, charts, diagrams, etc. to help build background for the students (Harvey & Goudvis, 2007). Students preview the text prior to reading it by examining its text structure and features (Block & Pressley, 2007), such as the title, headings, bolded or highlighted words, tables, and pictures, and graphs (Harvey & Goudvis, 2007; Palmer & Stewart, 2005). Using learning logs, the students write down their brainstorm and predictions and share them with a partner or in a small group (Klingner et al., 2012b).

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The goals of Preview are for students to (a) generate interest and enthusiasm for what they are about to read; (b) stimulate their background knowledge, previous experiences, and vocabulary related to what they are about to read; and vocabulary related to what they are about to read; and (c) provide an opportunity for them to develop hypotheses about what they will read and predictions about what they will learn.

b. Click and Clunk

Click and Clunk is a self-monitoring, metacognitive strategy (Vaughn & Klingner, 1999). Its purpose is to teach students to monitor while they are reading and think about what is causing difficulties (Vaughn & Klingner, 1999). In this phase, the teacher divides the activities into two parts, these are Click and Clunk. A Click is defined as something that the students really get, when something clicks, it means that the students really understand about it. After the students seemed to get the idea of text clicking, the teacher explains what a Clunk is. A Clunk is something that the students just really do not understand the point the author is making or a word the author is using.

The clicks and clunks serve as triggers for the students to monitor their understanding. Students are taught to use fix-up strategies to fix their clunks. There are four fix-up strategies:

- Fix-up strategy one: Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense.
- Fix-up strategy two: Reread the sentence with the clunk and the sentences before or after the clunky looking for clues.

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- Fix-up strategy three: Break the word apart and look for a prefix, suffix, or a root word.
- Fix-up strategy four: Look for a cognate that makes sense. (Klingner et al., 2012b, p.7)

When students gather in their cooperative groups, they write down their clunks and with the help of the Clunk Expert use the fix-up strategies to determine the meaning of their clunks. If they are still not able to find the meaning of the clunk, the Leader asks for teacher assistance.

c. Get the Gist

The purpose of Get the Gist is to teach students to find and write the main idea of assigned text in their own words (Vaughn & Klingner, 1999). A restatement of the most important information in text is a good indicator of reading comprehension and promotes students' memory (Klingner et al., 2012b). Get the Gist is incorporated immediately after Click and Clunk. Students first agree on the most important who or what from the text (Harvey & Goudvis, 2007). Then, they write their own gist statements in their learning logs and share them with the group. Students are encouraged to limit their gists to 12 or fewer words (Vaughn & Klingner, 1999). This encourages them to synthesize information and decide what is most important (Brown, Day, & Jones, 1983; Klingner et al., 2012b). Sometimes groups come up with a "super gist" which is a combination of the gists presented in the group.

d. Wrap Up

The purpose of Wrap Up is to teach students to identify the most important ideas from the passage they read (Vaughn et al., 2001). It contains two components: questions and review.

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. Students generate questions that ask about important information in the passage they have just read. The best way to teach *wrap up* is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 *Ws* and an *H*). It is also a good idea to tell students to pretend they are teachers and to think of questions. They would ask for a test to find out

If their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified. 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.

These questions and answer cards can be used for many purposes, including:

- 1) As a review activity for groups who complete their work early;

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- 2) As a source for jeopardy game that can be played with the entire class or with a small group;
- 3) As questions that will appear on a future test;
- 4) As review questions for studying a large section of material; and
- 5) As a resource for students who are learning to write a good question.

It is important for students to learn to ask questions and to anticipate the types of questions that can be asked when they read an informational text. This assists them in learning the types of study skills that will enhance their knowledge and performance in content area classes now and in the future.

2) Phase 2 : Cooperative Learning Group Roles

After students have demonstrated expertise on all of the strategies previously presented, they are ready to implement these strategies within their cooperative groups. According to Klinger and Vaughn (1999), cooperative groups can be effective ways for students with diverse learning abilities to acquire information and improve reading comprehension. Johnson and Johnson (1989 in Klingner, 2007:146) explain that cooperative learning should promote and include five main characteristics: (a) positive interdependence, (b) considerable face-to-face interaction among students, (c) individual accountability (d) positive social skills, and (e) self as well as group evaluation or reflection.

On the other hand, Richards (2007:54) states that most experts on cooperative learning suggest that teacher-selected group work best, at least until students become proficient at collaboration. Teacher-selected groups aim to achieve a heterogeneous mix. In this case, the heterogeneous mix helps students

break down barriers among them. In accordance with CSR, in cooperative groups, students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates.

Klingner et.al (2001) explain that everyone has a chance to try out all of the roles. These roles may include:

- a. *Leader*. The role of leader is leading the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader helps the group, implement the assignment by focusing on the four strategies and ensuring that each member has opportunities to participate.
- b. *Clunk Expert*. The role of clunk expert is using clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
- c. *Gist Expert*. The gist expert reminds the students of the steps to follow to figure out the main idea but no unnecessary details.
- d. *Announcer*. This student calls on different group members to read or share an idea and represents the group when the teacher calls the groups back for reporting to the class as a whole.
- e. *Encourager*. This student watches the group and gives feedback. He or she looks for behaviors, praise. The student is encouraged all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

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f. *Timekeeper*. This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

Of those six, *leader*, *clunk expert*, and *gist expert* are essential; meanwhile, the other three can be combined. Those three roles may be done by one student in each group as well as *announcer*, *encourage*, and *timekeeper*.

After students knew their roles, all of the students in the group were given the same text to read and the text aloud, stopping after every two paragraphs to Click and Clunk and to Get the Gist. Initially, the teacher asks one student in each group to record the clunks and one student to record the gist. After students became more skillful in working in their groups, implementing their roles, and applying the strategies, the teacher introduces them to the CSR Learning Logs, in which each student records their learning.

II.3.2 The Relationship Collaborative Strategic Reading (CSR) toward Reading Comprehension

Collaborative Strategic Reading (CSR) combines reading comprehension strategy instruction with cooperative learning to enhance students' understanding of textual material. Students learn four strategies through direct instruction and teacher modeling: Preview (previewing and predicting), Click and Clunk (monitoring for understanding and vocabulary knowledge), Get the Gist (identifying the main idea), and Wrap Up (self-questioning for understanding). After students have become proficient in applying the strategies during teacher directed activities, they work in groups

to implement the strategies collaboratively, with each student performance (Rathvon,2008).

Collaborative Strategic Reading (CSR) is a set of reading instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text (Klingner and Vaughn, 1996). CSR was adapted from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students. In reciprocal teaching, teacher and students take turns assuming an instructional role in leading this dialogue (Palincsar, 1986). Reciprocal teaching includes four components: previewing text to obtain a sense of what will be learned when fully immersed in reading, generating questions for oneself about what the text is attempting to convey, clarifying unclear information, and summarizing main points.

CSR was developed to incorporate four foundational elements of cooperative learning: positive interdependence, promoting interaction, individual accountability, and social skills (Johnson & Johnson, 1999; Klingner et al., 2012). Positive interdependence means that each member of the CSR group is valued and necessary for the group to function effectively (Klingner et al., 2012b). This positive interdependence is at the heart of cooperative learning as students learn to “sink or swim” together (Johnson & Johnson, 1999). Interaction is promoted through CSR groups as strategies are implemented and teacher feedback is provided. Individuals in CSR groups are individually accountable, produce their own work, and are required to participate in discussions (Klingner et al., 2012b). Social skills develop through interaction in CSR groups as students work together

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to learn (Johnson & Johnson, 1999). Teachers support this development through explicit instruction in sharing, listening attentively, giving feedback, and asking clarifying questions (Klingner et al., 2012b)

Cooperative learning in CSR classrooms is intentionally designed (Klingner et al., 2012b). Students are strategically placed in heterogeneous groups of mixed abilities. Grouping diverse students heterogeneously exposes the students to a variety of ideas and perspectives, generates cognitive disequilibrium stimulating learning and creativity, and engages them in more elaborate thinking deepening their understanding (Johnson & Johnson, 1999). Each member of the group has an assigned role: Leader, Clunk Expert, Gist Expert, and Question Expert (Klingner et al., 2012b). Their assigned task is very specific, and each individual is responsible for his or her own learning and group learning. With this design, students engage in higher-level thinking beyond which they which they could have accomplished on their own, and they learn effective strategies from their peers as the strategic use is observable and relevant (Paris & Paris, 2001).

Furthermore, CSR is an instructional approach for English language learners that combines cooperative learning and reading comprehension strategy instruction, was designed to promote content learning, language acquisition, and reading comprehension in diverse classrooms. This is in line with Jetton & Dole (2004), he states that students mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content are a text. Students use this strategy to preview a text before they read it to

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distinguish between what they do and do not understand as they read and to review as they have read. The teacher first coaches students on how to use CSR. Later, students use this strategy in small groups (Kinberg,2007).

II.4 GIST (Generating Interaction between Schemata and Text) Strategy

II.4.1 The Nature of GIST (Generating Interaction between Schemata and Text) Strategy

Cunningham (1982) states that GIST is a reading strategy that involves summarizing while you read. GIST provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of reading. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together (Muth and Alverman in Bouchard, 2005:40). It is a strategy that is used to assist students' comprehension of material and improve their summarizing skills. This strategy forces student to delete trivial information, select key ideas, and generalize concepts into their own language.

Cunningham, Muth and Alvermann in Bouchard (2005:40) state that in this strategy, students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement. This procedure is repeated until an expanded section of text is summarized. A comprehensive summary statement/paragraph is then written. This strategy also provides ELLs with an opportunity to verbally discuss the content material and vocabulary and clarify meaning.

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Schuder, T., Clewell, S., & Jackson, N. (1989:224) state that this strategy teaches students to use prediction as a comprehension aid when reading the text. The ability to predict what a passage will be about is often based on prior knowledge. Tapping this background knowledge can effectively increase the students' comprehension of the text to be read. There are some steps in this strategy:

1. Pre reading – Have the students predict the gist, or main point, of the text by scanning the page to get a feel for what it will be about. Record predictions about the topic on the board.

Prompts – What do you think this text is going to be about? What makes you think so? What do you think it is going to tell us about our topic?
What makes you think so?

2. Reading – Have the students read the assigned text.

Prompts – Did you find evidence to support your prediction? What was it?
Did you find evidence that doesn't support your prediction? What was it?
At this point, do you want to change your prediction? Why or why not?

3. Postreading – Have the students think about what they have read and make a final revision of the gist statement. Discuss.

Prompts – Do you want to make any changes about this topic? If yes, what changes and why? What have you learned from this reading?

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After this, strategy has been demonstrated a few times, the students should be able to respond without the prompts, thus internalizing the process for independent use.

Cunningham, Muth and Alvermann in Bouchard (2005:40) state that there are some procedures in this strategy:

- a. Prepare a transparency of a section of text or designates a portion of text to be read. This usually includes text that may be a challenge for the students.
- b. Typically, in a class of all native English speakers, you and students read the section silently. ELLs, it is more effective if you read the passage aloud while they follow along.
- c. As a class, decide upon the most important words or concepts that are essential to understanding that portion of the text. (The number of concepts and words may vary depending upon the length of the text).
- d. Using as many of the most important words and concepts as possible, write a summary statement consisting of one or two sentences together with students. These sentences should offer the gist of the reading passage.
- e. Each student then writes the completed summary statement on the gist activity sheet.
- f. Repeat the procedure using subsequent sections of the text.

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- g. Finally, students use the summary statements that have already been generated as a comprehensive summary of the entire text. These can be grouped together to form a summary paragraph.

In addition, Richardson, J., and Morgan, R. (2000) states that how to prepare and use the GIST Strategy:

- a. Select a short passage in a chapter that has an important main idea. Use of a 3-5-paragraph passage is best. The paragraphs should be typed on an overhead projector (or another projector).
- b. Place the reading on the projector you're using and only display the first paragraph. Put 20 blanks on the chalkboard/whiteboard. Have students read the paragraph and have them individually write a 20-word (around 20) summary in their own words.
- c. Once students are finishing up, have them generate a class summary on the board in 20-ish words. Their individual summaries will aid them in this process.
- d. To reveal the next paragraph of the text and have students generate a summary of 20 words that encompasses the first two paragraphs.
- e. Continue this procedure paragraph by paragraph, until students have produced a GIST statement (20-word summary) for the entire reading.

II.4.2 The Relationship Generating Interactions between Schema and Text (GIST) toward Reading Comprehension

GIST is a reading comprehension strategy that teaches students how to write brief summary statements. The Generating Interactions between Schema and Text (GIST) strategy was developed by Cunningham (1982) in order to assist students in briefly summarizing paragraphs. GIST is a comprehension strategy that is used during reading. It is one approach to summarizing a text. As stated by Cunningham's in Bean and Steenwyk (1984:11), "GIST" has been exploring a more intuitive strategy under the acronym "GIST" (Generating Interactions between Schemata and Text)". As explained by Cunningham (1982), "GIST has been exploring a more intuitive strategy under the acronym "GIST" (Generating Interactions between Schemata and Text)". It shows that teaching students use summarizing strategies helps the readers to get information, a higher order thinking skill which includes analyzing information and identifying key concepts. In the process of GIST, the students activate the schemata on the text because they can build their background knowledge, experience to comprehend the text. It is supported by Anderson (1998) states that "reader comprehends a message when he is able to bring to mind a scheme that gives an account of the objects and events described in the message". It is clearly stated that the schemata which represent the way experience and background knowledge are organized in mind. Furthermore, Meurer (1985:168) also explains that "the concept of schemata and some of its relations to text comprehension." It shows that the reader's concept, beliefs and expectations, in the process for activating schemata, the readers can

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get the information from past experiences or background knowledge that are used in making sense to comprehend the text. In reading, comprehending text using GIST strategy can be interested in reading comprehension to understand how readers can acquire new knowledge.

II.5 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, informs the design, and find the conclusion of the previous researches, as follows:

a. Ziyaeemehr (2012)

Ziyaeemehr (2012) carried out a study entitled “The Efficacy of Collaborative Strategic Reading on Reading Comprehension of ESP Learners”. This research was set out to improve reading comprehension of ESP learners through CSR (Collaborative Strategic Reading) which teaches reading comprehension strategies and provide opportunities for English language learners to interact effectively with peers. Forty students majoring in electronics of Islamic Azad university of Mahshahr were selected as the participants, and randomly divided into two groups of experimental and control. The participants in the experimental group were taught collaborative strategic reading through using reading strategies, namely, previewing, click and clunk, get the gist and wrap-up collaboratively, while the control group received the same hours of instruction through translation. Having received the instruction, an independent samples t-test was made to find possible differences between the two groups. The results were

The similarities his study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of his study with this study lied about the purpose of his study. He investigated the effect of using CSR strategy on developing some reading comprehension. While this study to investigate what is a useful strategy that can be used in teaching and learning process and how to improve reading comprehension especially in narrative text.

Fan (2010) conducted a research entitled “Implementing Collaborative Strategic Reading (CSR) in an EFL context in Taiwan”. The research was conducted to 110 Taiwanese students from two intact classes. The purpose of the research was to investigate the impact of CSR towards EFL Taiwanese students’ reading comprehension. Mixed method was used as a research design. The questionnaire and standardized reading pre-test, post test and interviews were used to gather the data. The research findings showed that the statistical results

The similarities his study with this study lied on the research design (both are experimental research) and the strategy used was reading comprehension. And the difference of his study with this study lay on the method that was used in his study. He used a mixed method which was quantitative and qualitative methods were used in analyzing the data. The questionnaire and standardized reading pre-test, post-test and interviews were used to gather the data.

Klingner, Vaughn & Schumm (1998) conducted a research entitled “Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth Grade Classroom”. The aim of this research was to investigate the effectiveness of a cooperative learning approach designed to foster strategic reading in 3 heterogeneous, culturally and linguistically diverse, general education classrooms in 1 school. They implemented CSR with fourth graders with a wide range of reading levels. Students in the CSR group significantly outperformed those in the

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The similarities his study with this study lied on the research design (both were experimental researches) and the strategy used in reading comprehension. The difference of his study with this study lay on the sample was taken by the researcher. He took the heterogeneous sample, but this research took a homogeneous sample. In addition, this study compares the use of two strategies in two classes who had equal abilities.

Bryant et al., (2000) carried a research entitled “Reading Outcomes for Students with and Without Reading Disabilities in General Education middle School Content Area Classes”. The aim of this research was to find out the students’ reading outcomes with or without reading disabilities. This research had also been combined with other approaches to address the range of skills needed for reading competence in middle school and high school. In a study of 60 sixth-grade middle school students with varied reading levels in inclusive classrooms, a multi component reading intervention was used to address the range of reading. CSR was used in conjunction with two other research-based strategies: Word Identification and Partner Reading Results revealed that students with low

the study

The similarities of his study with this study lied about the use of CSR as the strategy in teaching reading comprehension. In addition, this study also used CSR to treat the students in teaching reading comprehension. But in his study, he used a CSR strategy as an only conjunction with two other research-based strategies: Word Identification and Partner Reading. while, this study used and compared CSR strategy in teaching reading comprehension.

Novita (2012) carried out a research entitled, "The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo". The study dealt with the effectiveness of Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension. The strategy was the combined-strategies instruction that drew on both reciprocal teaching and cooperative learning. Specifically, the study aimed at finding out the significant improvement of students' reading comprehension achievement after being taught using Collaborative Strategic Reading (CSR). This research was intended to measure and to investigate whether there was a significant improvement of students' reading comprehension achievement after being taught by using CSR. The data of this research were mainly in the forms of the students' scores on answering both pre-test and post-test assessments. The students are grouped into an experimental group and a control group who were then assigned to attend reading classes with different teaching strategy; the

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students in the experimental group were taught reading comprehension with CSR strategy, while those in the control group discussed the reading topics without applying the principles of CSR strategy. Based on the calculation of a t-test, the results show that there is a significant improvement in the students' achievement after they got treated using Collaborative Strategic Reading (CSR) strategy when studying reading comprehension in the classroom. The t-test indicated that the score of the t value was higher than table ($2.18 > 2.021$). Here, the experimental group represented a better improvement after they received the treatment. This study, conducted an experimental research. The students in the experimental group showed the better improvement in reading comprehension than the group taught without applying CSR.

The similarities to her study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of her study. She investigates the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement. While this study to investigate what is a useful strategy that can be used in teaching and learning process and how to improve reading comprehension.

f. Abdulamir Alamin & Sawsan Ahmed (2014)

Abdulamir Alamin & Sawsan Ahmed (2014) carried a research entitled "Reading Comprehension Strategy (CSR) and Learners' Comprehension: A Case Study of FLD Students". The purpose of this study was to investigate the effect of Strategic Reading, specifically the Collaborative Strategic Reading (CSR) on Taif

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The similarities of their study with this study lied about the use of CSR as the strategy in teaching reading comprehension. In addition, this study also used CSR to treat the students in teaching reading comprehension. But in his study, they used a CSR strategy as only in the case study. While, this study used and compare CSR strategy in teaching reading comprehension.

g. Puspita, Rayindra Mayang (2013)

Puspita, Rayindra Mayang (2013) carried out the study entitled “The Effect of Collaborative Strategic Reading (CSR) on The Eleventh Grade Students’ Reading Comprehension Achievement at SMA Negeri 2 Bondowoso”. This research was intended to know the significant effect of Collaborative Strategic

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Reading (CSR) on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso. The research design was quasi experimental research with Post-test Only Control Group Design. The population of this research was the eleventh grade students of SMA Negeri 2 Bondowoso. Classroom random sampling was applied to select the sample of the research. The data were collected by using a reading comprehension test. T-test was used to analyze the collected data. Based on the data analysis result, it was found that there was a significant effect of CSR on the eleventh grade students' reading comprehension achievement at SMA Negeri 2 Bondowoso. In addition the DRE calculation showed that teaching reading by using CSR was 11.940% more effective than teaching reading by using Question-Answer strategy.

The similarities to her study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of her study. She investigated the effectiveness of Collaborative Strategic Reading (CSR) towards the students' reading comprehension achievement. While this study to investigate what was a useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

h. Khonamri (2015)

Khonamri (2015) conducted a research entitled "Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners". The purpose of this study was to determine how collaborative strategic reading may increase critical reading of EFL students at the intermediate level. Forty students

majoring in English language literature at the University of Mazandaran participated in this study. In the experimental group, the students were taught collaborative strategic reading. The students in the control group were taught in the traditional way. The instruction of both groups lasted for 10 sessions and every session continued for 90 minutes. A pretest and posttest were given to both groups before and after the treatment. A self-designed questionnaire and interview were also administered to the experimental group only in order to examine the attitude of students toward CSR. A two-tailed independent sample t-test was applied to analyze the pre-test and post test results of the experimental and control groups to check if there was any significant difference between the students' performance regarding their critical reading ability. The result indicated that students in the experimental group with CSR instruction outperformed the students in the control group. Therefore, the finding in this study indicated that CSR instruction improved students' critical reading. The results of the self-designed questionnaire and interview revealed that students had a positive attitude toward CSR.

The similarities of his study with this study lied about the use of CSR as the strategy in teaching reading comprehension. In addition, this study also uses CSR to treat the students in teaching reading comprehension. But in his study, he determined how collaborative strategic reading may increase the critical reading of EFL students at the intermediate level. While, this study used and compared CSR strategy in teaching reading comprehension.

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i. Cunningham (1982)

Cunningham (1982) in order to help students identify the main idea of a passage and write a summary statement. Cunningham used the GIST strategy to teach 14 fourth grade students how to summarize brief paragraphs. This strategy did not require the students to adhere to specific rules, but Cunningham taught the students to follow steps that aid in summary writing after reading a text. The strategy was used to teach the students how to identify the relevant details and delete the irrelevant information in order to synthesize the main idea of each paragraph in a short 15 word or less summary statement. The students were pulled-out from their general education and taught in a small classroom for three weeks. During the instruction, the students read third grade level short paragraphs. Overall, the students improved in their ability to summarize text as a result of learning the GIST strategy.

The similarities his study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of his study. He investigated the effectiveness of GIST strategy towards the students' reading comprehension achievement. While this study aimed to investigate what was a useful strategy that can be used in teaching and learning process and how to improve reading comprehension.

j. Bean and Steenwyk (1984)

Bean and Steenwyk (1984) conducted a research entitled "The Effect of Three Forms of Summarization Instruction on Reading Comprehension at Sixth

Graders”. Bean and Steenwyk conducted a study with sixth grade students and compared the GIST strategy to the rule-based summarization approach. The students were divided into three groups: one group received GIST instruction, one group received the rule-based instruction, and the third group was the control group and did not receive any instruction in summarization. The students read short paragraphs (approximately five sentences in length) written at the sixth grade level, and wrote short summaries synthesizing the main idea of the paragraphs. The students in both groups benefited from the summary instruction and improved in their ability to comprehend and summarize text (Bean and Steenwyk).

The similarities his study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of his study. He investigated the effectiveness of GIST strategy towards the students’ reading comprehension achievement. While this study was to investigate what was a useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

k. Dian Puspayani S.Putri, Ayu. (2012)

Dian Puspayani S.Putri, Ayu. (2012) carried out a research entitled “The Effect of Gist and Learning Style on Reading Comprehension of Grade XI Students at SMA Dwijendra Bualu in Academic Year 2011/2012”. This study was carried out in SMA Dwijendra Bualu on grade XI students through a 2X4 true-experimental research design where the participants were homogeneously and the

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- students in the experimental group were taught using GIST while the students in the control group were taught using the conventional reading technique. The population consisted of six classes of grade XI students of SMA Dwijendra Bualu. Three classes were science classes and the rests were social classes. The total number of this population was 272 students. The finding showed that students who were taught by GIST showed a better achievement than those who were taught by conventional reading technique. Therefore, it was concluded that GIST was better than conventional reading technique. In this study the result was shown the students grade XI at SMA Dwijendra Bualu in academic year 2011/2012 were having the best achievement in reading comprehension when they hold read-write learning style (B3). And the students with aural category (B2) had the lowest achievement in reading comprehension. The last, it was found that there was significant interaction between kind of strategy and learning style in improving the reading comprehension. The students' learning style had contributed to the kind of strategies.

The similarities to her study with this study lied on the research design (both are experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of his study. She investigated the effectiveness of GIST strategy towards the students' reading comprehension achievement. While this study aimed to investigate what was a useful strategy that can be used in teaching and learning process and how to improve reading comprehension.

1. Listiwi, Novi Mega (2012)

Listiwi, Novi Mega (2012) conducted a research entitled “Implementation of Generating Interaction between Schemata and Text (GIST) Strategy to Improve Students’ Reading Comprehension at the Eighth Grade of SMP Muhammadiyah 1 Ponorogo in the Academic Year of 2011/2012”. The subject of this research was the students of the eighth grade of SMP Muhammadiyah 1 Ponorogo in the academic year of 2011/2012 consisting of 27 students. The research was started on May 9th, 2012 until May 16th, 2012. This research was conducted in two cycles. The researcher used three research instruments. There were an observation check list, questionnaire, and test. Based on the result of this research, the implementation of GIST Strategy could improve the students’ reading comprehension at SMP Muhammadiyah 1 Ponorogo. The research was done in two cycles. The result of test in cycle I there were 10 students did not reach the criteria of success. The criteria of success was 70. But, after the researcher made improvement in cycle 2, all of the students got scores above 70. The result of the questionnaire proved that most of the students were interested in using GIST Strategy.

The similarities to her study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of his study. She investigated the effectiveness of GIST strategy towards the students’ reading comprehension achievement. While this study was to

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investigate what was useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

m. Indra Johari, Mukhaiyar, Yenni Rozimela (2013)

Indra Johari, Mukhaiyar, Yenni Rozimela (2013) carried out a research entitled “The Effect of Generating Interaction between Schemata and Text (GIST) Strategy and Motivation on Students’ Reading Comprehension of Hortatory Exposition Text at SMA 3 Padang”. This research was a quasi-experimental research, involving experimental and control groups. The population of the study was grade XI students of SMA N 3 Padang 2012 /2013 academic years. They consisted of 279 students; they were divided into nine classes. The cluster random sampling technique was applied in this study. The number of samples was 64 students. There were 32 students in the experimental class and 32 students in the control class. There were two kinds of research instruments used in this study, namely: data collection instruments and treatment instrument. There were two kinds of data collection instruments needed in this study, namely: Reading comprehension as a dependent variable instrument, and adapted version of motivation of learning as a moderator variable instrument. Besides that, there were two treatments used in this study, namely: GIST strategy and conventional strategy. The result of this research showed that the students who were taught through GIST strategy (B1) showed better than the students who were taught through conventional strategy (B2). GIST strategy gave a significant contribution on students’ reading comprehension of hortatory exposition text. Furthermore, the high motivated students (A1) showed better in reading comprehension of

hortatory exposition text than the low motivated students (A2). For the highly motivated students who were taught through GIST strategy (A1+B1) showed better in reading comprehension of hortatory exposition text than highly motivated students who were taught through conventional strategy (A1+B2). While for the low motivated students who were taught through GIST strategy (A2+B1) showed better in reading comprehension of hortatory exposition text than those who were taught through conventional strategy (A2+B2).

The similarities in their study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of their study with this study lied about the purpose of his study. They investigated the effectiveness of GIST strategy towards the students' reading comprehension achievement. While this study aimed to investigate what was a useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

2. Braxton (2009)

Braxton (2009) conducted a quasi-experimental study and evaluated the effects of two summarization strategies: the GIST strategy and the rule-based approach. This study was similar in nature to the study conducted by Bean and Steenwyk in 1984. Braxton included 64 fourth and fifth grade students in the study, and half of the students received the GIST strategy instruction while the other half received the rule-based instruction. The students participated in 15 sessions that lasted for 40-60 minutes. The results indicated that both groups improved substantially in their ability to write summary statements; however, the

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rule-based group out-performed the students who received the GIST strategy instruction. In addition, males scores were higher than females in the GIST condition, but females scored higher than males in the rule-based condition. Both methods indicated positive effects, and the students greatly improved in their ability to summarize and comprehend expository text.

The similarities his study with this study lied on the research design (both were experimental research) and the strategy used in reading comprehension. The differences of her study with this study lied about the purpose of his study. He investigated the effectiveness of GIST strategy towards the students' reading comprehension achievement. While this study aimed to investigate what was a useful strategy that could be used in teaching and learning process and how to improve reading comprehension.

o. Elizabeth A. Horton (2014)

Elizabeth A. Horton (2014) carried out a research of her dissertation entitled "The Effects of the Modified GIST Strategy on the Reading Comprehension of English Language Learners with Disabilities". A single-subject multiple-probe multiple-baseline study was designed to investigate the effects of the Modified GIST Strategy on the summarizing skills of five English language learners with disabilities between the ages of 15 and 17 years old. The five participants were in grades nine through 11 and were enrolled in both an English class as well as a reading remediation class. The participants enrolled in a public high school located in a diverse school district near a metropolitan city in the Mid-Atlantic area of the United States. The participants were pulled from remedial

reading courses for approximately 22 individual sessions with the researcher in the reading resource room and school library. Baseline data were collected prior to the implementation of the Modified GIST Strategy, and the participants were randomly assigned to an intervention tier and intervention start date. The dependent measures included (1) modified GIST summary statements, (2) standardized and informal reading assessments, and (3) the Adolescent Motivation to Read Profile. The result of the study was (a) all five participants demonstrated mastery of the Modified GIST Strategy steps following six tutoring sessions, (b) all five participants increased in their ability to summarize expository text immediately after instruction in the Modified GIST Strategy during the tutoring phase, (c) all five participants maintained their ability to summarize expository text at least two weeks following the intervention phase and three weeks following the instruction during the tutoring phase, (d) nonparametric tests indicated that the gains for the entire group of participants were significantly higher on the KTEA-II reading subtests, (e) three of the five participants demonstrated substantial gains on the KTEA-II reading subtests after instruction in the Modified GIST Strategy, (f) four out of five participants demonstrated improved comprehension scores on the QRI Expository Passages following instruction in the Modified GIST Strategy, (g) three out of five participants scored above the baseline probes during the generalization phase, (h) three out of five participants had improved scores in their motivation to read following participation in the research study.

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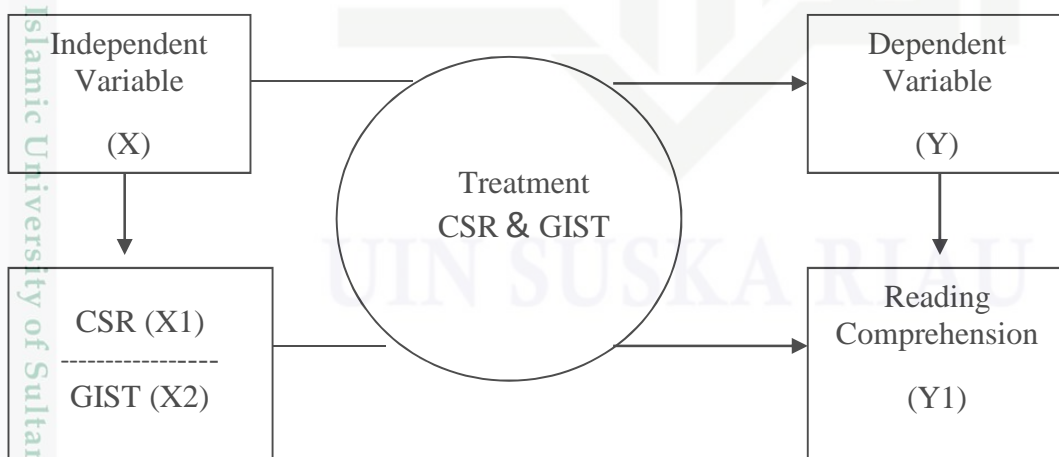
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II.6 Operational Concepts and Indicators

II.6.1 Operational Concepts

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operated in an abstract of the research, planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:



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II.6.2 Indicators

Indicators of CSR (Collaborative Strategic Reading) (X1)

The following treatments are the procedures about the implementation of Collaborative Reading Strategy (CSR) strategy that can be seen in the following steps:

Preview

1. The teacher introduces previewing to students by asking them to think about the previews they have seen in the texts.
2. The teacher prompts students to tell what they learn from the previews by asking questions.
3. The teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined.

Click and Clunk

4. The teacher describes a click as something that “you really get or understand”. You know it just clicks.
5. The teacher explains a clunk: “A clunk is like when you do not understand the word”.
6. The teacher reads a short piece aloud and asks students to listen carefully for clunks.
7. The teacher asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks.

Wrap-up

8. The teacher asks the students to identify the most important person, place, or thing in the text, the teacher asks students to tell what is most important about the person, place, or thing in the text.
9. The teacher teaches students to put it all together in a sentence containing ten words or less.

Indicators of GIST (Generating Interaction between Schemata and Text) (X2)

Pre Activity

1. The teacher introduces GIST strategy.
2. The teacher introduces previewing to students by asking information such as video or pictures.

Whilst Activity

3. The teacher provides a narrative text to the students and read the title.
4. The teacher asks the students to work in pair.
5. The teacher asks the students to read, recognize and grasp the key points/main ideas of a passage.
6. The students try to understand the key points of the passage.

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7. The teacher asks the students to answer some questions related to text.
8. The teacher explains how making a summary.

Post Activity

9. The teacher asks the students to make a summary of the key points or important words on the worksheet that the teacher gives.

Indicators of Reading Comprehension (Y)

- 1) The students are able to identify the main idea in narrative text.
- 2) The students are able to identify detailed information in narrative text.
- 3) The students are able to finding the meaning of vocabulary in narrative text.
- 4) The students are able to identify the reference in narrative text.
- 5) The students are able to identify inference in narrative text.

II.7 Assumptions and Hypotheses

II.7.1 The Assumption

In the teaching learning process, there are numerous strategies that can be used by the teacher in the class. It is assumed that using CSR (Collaborative Strategic Reading) and GIST (Generating Interaction between Schemata and Text) strategy to teach reading comprehension can increase students' capability in reading comprehension.

II.7.2 Hypotheses

H₀₁ : There is no significant difference of students' reading comprehension pre-test mean scores between an experimental group 1 and a control group.

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- Ha2 : There is a significant difference of students' reading comprehension post-test mean scores between an experimental group 1 and a control group.
- Ha3: There is a significant difference of students' reading comprehension between pre-test and post-test mean scores in the experimental group 1.
- Ho4 : There is no significant difference of students' reading comprehension pre-test mean scores between an experimental group 2 and a control group.
- Ha5 : There is a significant difference of students' reading comprehension post-test mean scores between an experimental group 2 and a control group.
- Ha6: There is a significant difference of students' reading comprehension between pre-test and post-test mean scores in the experimental group 2.
- Ho7 : There is no significant difference of students' reading comprehension between pre-test and post-test mean scores in the control group.
- Ho8 : There is no significant difference of students' reading comprehension pre-test mean scores between CSR in the experimental group 1 and GIST in the experimental group 2.

Ha9 : There is a significant difference of students' reading comprehension post-test mean scores between CSR in the experimental group 1 and GIST in the experimental group 2.

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