

CHAPTER II

LITERATURE REVIEW

2.1 Review of Related Study

In this study, the researcher found several studies related to the application of Collaborative Strategy Reading to enhance students' reading comprehension.

Wahyudin (2014) in his thesis, "Using Collaborative Strategy Reading (CSR) to Develop Reading Comprehension of the Second Year Student, He found that the result of data analysis indicates that there was a significant difference from the development of the students' reading comprehension through Collaborative Strategy Reading. It was proved by the result of statistical analysis which indicated that the pre-test was (64.5) and the post test was (78.2). It is found that the t-counted was (6.75)⁶ greater than t-table (1.711). Based on the result of analysis, it can be concluded that the use of Collaborative Strategy Reading comprehension of the second year students at MTS Darud Da'wah Wal Irsyad Pasangkayu.

Rosalina (2013), in her thesis, "The Influence of Collaborative Strategic Reading(CSR) TECHNIQUE ON STUDENTS achievement in reading comprehension of narrative text". She found that students, by using CSR, have reading comprehension. She found that the result of data analysis indicates that there was a significant difference of the students' reading ability before and after doing treatment by Collaborative Strategy Reading. The researchers found that there was a significant increase of students' reading comprehension achievement after being taught through Collaborative Strategy

Reading. This could be seen from the T- test result which showed that the students' mean score of post-test in experimental class (82.20) was higher than pre-test (59.28 with gained score) was 22.92. The students also have better achievement and creativity after being treated through CSR. She recommended Implemented CSR in teaching reading comprehension. Her research was focused on the students' reading comprehension in terms of dialog and pair students creativity upon reading.

Mutmainnah (2011) in her thesis, "The Implementation of Collaborative Strategy Reading in Improving Reading Comprehension of SMA 2 Bulukumba". She found that the result of data analysis indicates that there was a significant difference between the students' reading ability posttest of the experimental group was 5.54 and the mean score of the posttest of control group 4.12. It means that the mean score of the experimental group in the posttest was higher than the mean score of control group ($5.54 > 4.12$) and the result of t-test value was greater than t-table value ($7.88 > 1.671$).

Based on the previous research above, this research has similarities with previous research; it is teaching reading in class. Meanwhile, the difference between this research and previous research is that the researchers used a quasi-experimental design. This research aims to improve students' reading comprehension through collaborative reading strategies.

2.2 Concept of Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies. Some people had formulated

definition of reading comprehension, below are various definition of reading comprehension.

2.2.1 Definition of Reading

Reading is one of the skills in English. Many people define reading is different ways. According to Nazurty et al. (2019:2536), reading is an essential and crucial ability for educational achievement for students. In addition, Carrel et al. (1988:272, cited in Soemantri, 2011:75) showed that reading skills in English as a second language or a foreign language is deemed to be the most important of the four skills for academic purposes.

Reading as a process of creating the meaning of the text. To understand a written text means to collect the necessary details as effectively as possible. (Sweet and Snow (2003, cited in Kasim & Raisa, 2017:310). While Moreillon (2007:10), stated that reading is an active process that takes a lot of practice and skill. Reading is considered an essential ability for foreign language learners to develop their language skill (Chiang 2015, cited in Bahmani & Farvardin, 2017:185). In other words, reading is a skill that requires intense and constant practice, and during the reading process, students are required to understand the meaning of the text.

Reading is a complex activity that includes perception and thought, (Banford & Day (1998:6), It is a line with Alderson (2000:12), which states that reading is mainly divided into two components: Decoding (word recognition) and comprehension. Rasinski (2003, cited in Albadawi, 2017:2) adds that the reader must be able to correctly and efficiently

decode words and put them together into meaningful phrases to understand what they are reading.

Based on those experts who describe reading above, this can be concluded that reading is essentially a complex process that involves many things, not only reading the text but also involving visual activity and thought. Reading is also a process of getting the meaning contained in a text and is usually symbolized by a written text. Besides, reading is one of the abilities that students must have because students can get a lot of information and knowledge through reading.

2.2.2 The Purpose of Reading

Reading is a variant skill in which there are different types of reading skills that correspond to the many different purposes we have for reading. Rivers and Temperley in Nunan (1989:33) suggest that second language learners will want to read for the following purposes:

- a. To obtain information for some purposes or because we are curious about some topic.
- b. To obtain instruction on how to perform some task for the work or daily life.
- c. To act in a play, play a game, do a puzzle
- d. To keep in touch with friends by correspondence or to understand businessletters.
- e. To know where or when something will take place or what is available
- f. To know what is happening or has happened

- g. For enjoyment or excitement.

Supporting to the ideas above, Wallace (1996: 6-7) classifies the purpose of reading based on the personal reasons as follows:

- a. Reading for survival

Reading for survival is reading a text that is very crucial for life, for example a warning signs, an admonition sign, an instruction sign, etc. Survival reading serves immediate needs or wishes.

- b. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The readers needs to translate the text literally or metaphorically, to learn vocabulary, to identify useful structure or collocation, to use a text as model for writing and practicing pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of the text.

- c. Reading for pleasure

Reading for pleasure is reading to get happiness. The readers wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment.

2.2.3 The Levels of Reading Comprehension

Crawford (2000:38) states that there are three different levels of thinking applied to reading comprehension, namely literal, inferential, and critical comprehension.

First, literal comprehension refers to noting and relating details, looking for context clues, identifying text patterns, and development. At

this level, teachers can ask some questions such as distinguishing relevant from irrelevant points, using clues to understand meanings of words, finding the fact, finding the general information, and guessing the meaning of unfamiliar words.

Inferential comprehension refers to drawing conclusions and predicting outcome based on information in the text, e.g. guessing motivation of a character in a text using the dialogue or description; generalizing ideas presented in the text, identifying the main idea, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information.

Critical comprehension refers to distinguishing facts from opinions and evaluating tone, implications, and propaganda tools, e.g. questioning claims made by the author, analyzing, evaluating, expressing opinions about ideas in the text, interpreting the meaning based on the context, and making judgment.

The writer concerns on the all levels of reading comprehension because the reading comprehension itself is a complex process that should be undergone by the students from the beginning until the end.

2.2.4 The Process Reading Comprehension

The comprehension process starts before we read and persists after the reading is done. Sangia (2014:2) states that reading is a complex interaction between the text and the reader formed from prior knowledge, experience, attitudes of readers, and language communities. The process of reading needs continuing training, development, and improvement.

According to Singhal (1998, cited in Alqarni, 2015: 162), The foreign language reading process has several similarities with first language reading, such as background knowledge, content information, procedural and linguistics structure. Furthermore, Durkin (1979, cited in Klingner et al., 2007:2) states that reading comprehension instruction is delivered in three steps: mentioning, practicing, and assessing. The teacher would describe the skill that they wanted students to use, then provide the opportunity to practice that skill using a workbook or skill sheets, and then assess whether or not they successfully used the skill.

In addition, Satria & Syafei (2019:487) state that to use various techniques to make sense during reading, a good reader also uses a pre-reading strategy such as previewing and use after reading strategies such as summarizing. By dividing teaching into pre-reading, while-reading, and post-reading, teachers will plan activities at each stage that will increase students comprehension and provide teachers with the opportunity to illustrate strategies that readers can use at every stage (Pardo 2004, cited in Professional Development Service for Teachers (PDST), 2018:9).

The comprehension strategy teaching can be organized in three stages to correspond with the reading activities used. The three stages are pre-reading, while-reading, and pos-reading.

a. Pre-reading

Pre-reading activities introduce the students to a specific text, collect or provide sufficient background knowledge, and enable the scheme (Carter & Long, 1991, cited in Toprak & Almacioglu, 2009:23).

This stage aims to encourage while-reading practices where students and teachers prepare for the activities and learn about the topic of the text (Ibrakhimovna, 2016:45).

At this stage, teachers designed activities such as introducing vocabulary, displaying visuals, and previewing the text (Medina & Alonso, 2015:134). Toprak & Almacioglu (2009:23) add that pre-reading activities include discussion of author or text type, brainstorming, reviewing familiar stories, consideration of illustrations and titles, skimming, and scanning.

b. While-reading

After the introduction of the text and enabling schema, readers go on to focus on the reading content. While-reading activities involve activities that a student participates in while reading the text, the aim of these activities will be to allow students to achieve their learning goals by managing the text in various ways (Ibrakhimovna, (2016:45).

Readers can grasp the storyline and characters during their while-reading activities and help them with difficult vocabulary, text style, and language (Lazar, (1993 cited in Erten & Karakas, 2007:118). According to Medina & Alonso (2015:134), while-reading activities intended to ask students to have direct interaction with the text of reading. Examples include: asking about the main idea, predicting, and making inferences.

c. Post-reading

According to Toprak & Almocioglu (2009:23), post reading activities first review students' comprehension and then, where necessary,

lead students to a deeper analysis of the text. Lazar (1993, cited in Erten & Karakas, 2007:118) adds that Post-reading activities assist readers in interpreting the text, comprehending the narrative point of view, and preparing them for writing and discussion activities.

The goals of this stage are: encouraging students to utilize their knowledge in reading, integrating their reading abilities, utilizing keywords and structure to sum up the reading passage, and capturing the main idea from a reading text, and interpreting descriptions (Ibrakhimovna, 2016:45).

2.3 Concept of Collaborative Strategy Reading

2.3.1 The Nature of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is a reading technique that Klingner and Vaughn developed. Collaborative Strategic Reading is a strategy that teachers students to collaborate on reading assignments to improve understanding (Febtisari & Fitrawati, 2017:335). It is a line with Klingner and Vaughn (1998:32), which states that Collaborative Strategic Reading is a great teaching technique to teach students reading comprehension and build their vocabulary. Students can also work together cooperatively. This technique help students to communicate in difficult text and utilize main reading techniques to increase comprehension.

Furthermore, Klingner, et al. (2004:292) state that CollaborativeStrategic Reading was a learning strategy designed to facilitate reading comprehension foe students with reading, learning, and

behavior problems included in general education classrooms that it is built on the foundation of reciprocal teaching (Palincar & Brown, 1984) and many of the features as associated with effective instruction (e.g., collaborative group work, interactive dialogue, procedural strategies).

Moreover, Klingner and Vaughn (2000:75) also state that Collaborative Strategic Reading is a classroom technique developed to take advantage of the potentials of collaboration for language development in content classrooms that students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies *Preview, Click & Clunk, Get the Gist and Wrap Up* to facilitate their comprehension of reading content-area text.

Based on the explanation above, it can be assumed that CSR is a reading comprehension strategy which engages students of various reading and achievement levels work in small group cooperatively in applying the four reading strategies which include *Preview, Click & Clunk, Get the Gist and Wrap Up* to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms.

2.3.2 The Procedure of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) comprises four reading comprehension techniques: preview the text, click and cluck, get the gist, and wrap up (Klingner & Vaughn 1996, cited in Riyawi, 2018:71). Preview is only used before students reading the whole text. Meanwhile, the wrap-up is only used after the entire text has been read. The other two strategies,

click and cluck and get the gist, are employed several times during the reading process.

a. Preview

Preview is a stage before reading. This stage is where students preview the entire text before they read it carefully. This stage aims to find out the extent of students' prior knowledge and facilitate students predicting what they will read. Thus it can increase student interest and enthusiasm knowledge, and increase student vocabulary through reading the text.

When previewing the text, students can utilize all of the contextual cues in the text, such as bold or highlighted words, images, charts, graphs, and other primary information, to help them brainstorm what they know about the topic and predict the text.

b. Click and Clunk

In the During-reading stage, students' reading comprehension is achieved through the Click and Clunk strategy. This strategy aims to monitor students' understanding of a reading text and identify when they have comprehension gaps. When students understand the information contained in the text, it is called Click. However, when students come to a word, concept, or idea that does not make sense, for example, they do not grasp the meaning of the word, it is called Clunk.

Students can mark Clunk by remembering or writing it to make it easier for students to discuss during the reading process.

After the reading time has ended, students are asked to discuss with their groups so that they can discuss the clicks and clunks they have gotten. Students use “clunk cards” as a reminder to inform them about several fix-up strategies. Each clunk card has a different strategy to figure out a clunk word, concept, or idea. The teacher can ask general questions about click and clunk that students get so that teachers can help students with clunk problems.

c. Get the Gist

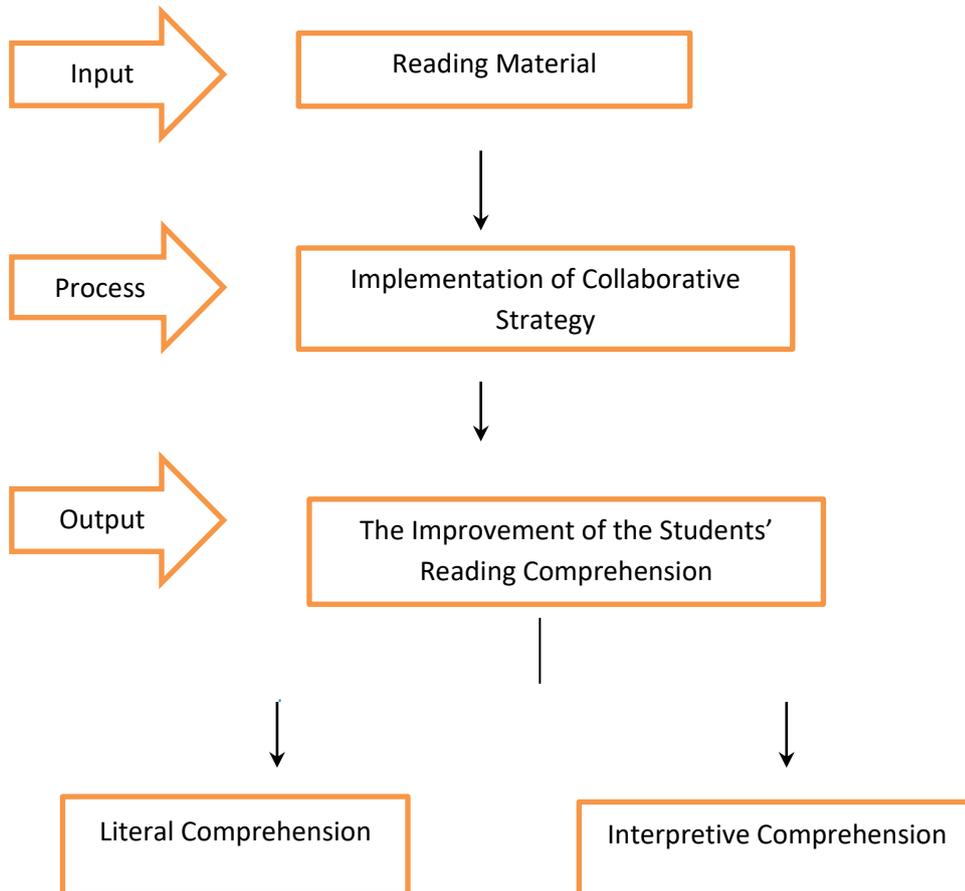
Get the Gist means students are able to state the main ideas in a text in their own words. At this stage, students are given time to discuss with their groups. Get the Gist aims to teach students to restate the most crucial point with their own language to make sure they grasp what they have read. In addition, this approach will enhance students’ understanding and awareness of what they have learned.

d. Wrap up

This is the next stage where the students learn to summarize the entire reading content in their own words. The students conduct a Wrap up strategy by making questions and answers based on the ideas they have read in the text. This strategy aims to improve the comprehension, knowledge, and memory of what students have learned. Students are raising questions regarding the relevant information in the text. They learn to begin by using question

starters to ask: who, what, when, where, why and how (the 5 W and 1 H).

2.4 Theoretical Framework



- a. Input refers to the use of Collaborative Strategic Reading that is used to reading skills in the classroom.
- b. Process refers to the process of teaching and learning reading using Collaborative Strategy Reading.
- c. Output refers to improving the reading comprehension at the level of literal comprehension and interpretive comprehension.

2.5 Hypothesis

The researcher formulated the hypothesis as follow:

H0: The use of Collaborative Strategy Reading(CSR) is not able to improve students' reading comprehension at the fifth grade students' of SD Lentera Harapan Kupang.

H1: The use of Collaborative Strategy Reading is able to improve the students' Reading Comprehension at the fifth grade students' of SD Lentera Harapan Kupang.