

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language as the primary and most highly elaborated form of human symbolic activity. Language is used as a means of communication in human daily activities to get and give some information. It is very important because it is used when people make an interaction with other people. The function of language is not only for making communication but also shows the culture for each country. It covers the ability to understand and express opinion, idea, and feeling.

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It shows that English is learnt for all level of education in Indonesia.

However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing is language production, so they are as productive skills. In other hand, listening and reading is receiving message, so they are as receptive skills.

Reading, as one of language skills, has a very important role. It supported by the fact that reading now has a part of daily life. Reading cannot be separated from daily activities. People read many kinds written materials such as newspaper, magazines, novels, academic books, and so on. Through reading people can get a lot of information, knowledge, enjoyment, and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purpose need reading skill enough.

Talk about reading skills, it might be automatically related to comprehension and understanding. The readers comprehend the reading for certain purpose, and actually it needs a practical and suitable method. Reading becomes an important part of language teaching, and it has complicated problem. Based on the writer experience, when the writer talks about English reading text with some students, most of them said that reading is not favorite activity. Therefore, some English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and more over enjoy reading.

Based on the writer's teaching experiences while PPL (Teaching Learning Program) in SMK Negeri 5 Medan, the writer found some difficulties for teacher and students' in teaching reading act. For example, the writer found that most of the classes are big. These classes can consist of 35 up to 40 students or more for each class. Consequently it is hard for the teacher to manage such big classes. It is difficult for the teacher to make the contact to the student directly, more over the students at the back row. The teachers will be difficult to control every student one by one. On the other side, it is also difficult for students to ask for and receive individual attention. Moreover, if the teacher wants to actively engage the students in learning activities, it will take more time to do it.

In learning narrative text, the students often feel bored because of many things. Such as the students not interested in reading English text, the lack of vocabulary mastery, the difficult words, the lack of knowledge about grammar, the monotonous learning situation, and the most affecting thing is because the students does not understand the content in the text overall, especially when the teachers sometimes asked the students to translate the story whereas it is

ineffective method of making students understand the text. Absolutely, the student cannot enjoy the text its self.

In learning English reading text, there are many kinds of genre. They are description, narrative, recount, anecdote, procedure, explanation, exposition, news item, spoof report, and etc. Among the texts which are mentioned above, narrative text is considered as the most interesting text. Beside the text to entertain, it also gives the information about the social learning and culture. The text consists of orientation, complication or problem, and then resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of whole text. The students are difficult to comprehend the text, it makes them confused. Finally, the students do not understand the plot of the whole story.

To overcome those problems in teaching narrative text, it is a must to make an innovation in teaching reading, the teacher can use suitable and interesting methods or techniques which are suitable also with the students to help students understand the meaning of the text easily, enjoy and easy in reading activity. Klingner and Vaughn (1998:32) state that Collaborative Strategic Reading (CSR) is an excellent technique for teaching students reading comprehension, for building vocabulary, and also for working together cooperatively. With CSR, all the students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text.

From the explanation above, the writer is interested in conducting a research to find the improvement on students reading comprehension on narrative text through Collaborative Strategic Reading (CSR).

1.2 The Problem of the Study

Based on the background of the study, the problem is formulated as follows “Does Collaborative Strategic Reading significantly improve Reading Comprehension on Narrative Text of the Tenth Grade students’ SMK Negeri 5 Medan?”

1.3 The Objective of Study

The objective of the study is to know whether Collaborative Strategic Reading improves the students reading comprehension on narrative text.

1.4 The Scope of Study

The scope of the study is limited to see improvement of students’ achievement in reading comprehension on narrative text. On Narrative text there are some content that used as a specification, such as Social Function, Generic Structure, and Lexico Grammatical. For this study, the spesification focuses on Generic Stucture. And for the strategies, there are some strategies in teaching reading comprehension, namely : Activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, synthesizing and Collaborative Strategic Reading. However, this research only focuses on Collaborative Strategic Reading (CSR).

1.5 The Significancesof Study

The result of the research is expected to be theoretically and practically significant for:

1. Theoretically, the finding of the study is expected to give evidence about the result of using Collaborative Strategic Reading (CSR) in teaching reading comprehension.
2. Practically, the findings of the study are expected to be useful for:
 1. Students to overcome the problem in reading and to improve their reading comprehension on narrative text through Collaborative Strategic Reading.

2. English Teachers applying appropriate strategy in teaching narrative text to make teaching learning process will get more understanding about the material, so it will get some improvement quickly.
3. The other researchers as a tool to make a comparison of other similar research particularly to compare some strategies which are used to improve the students understanding of English text especially to improve the understanding of narrative text. So the teaching learning process will be innovative and effective.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In doing research, theories are needed as the basic concepts to have a clear perspective of implementation in the field. In this case, the writer is going to elaborate the theories which are important for the purpose of this study.

2.2 Reading

Reading is the process to get information from book, magazine, newspaper and so on. Reading is not only the process of getting information, but also an active process which consist of recognition and comprehension. Reading is one of language skills that are important to teach. But many of students think that reading is a bored subject.

According to Zimmermen and Chryse (2003) Reading is fundamental to success in life. It's that simple. Reading opens the door to virtually all other learning. You have to be able to read to learn mathematics, science, history, engineering, mechanics, political science, not to

mention to surf the Web or figure out how to operate that new DVD player. Basically, you have to be able to read to succeed.

According to Mc.Namara (2007: 3-4) Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences. The reader needs to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the *common ground*). At more global levels, the reader needs to identify the genre, rhetorical structure, plot, and perspective of different characters, narrator, theme, story point, and sometimes the attitude of the author. The coding, interpretation, and construction of all of these levels are effortlessly achieved at rate of 250 to 400 words per minute by a proficient adult reader.

2.2.1 The Process of Reading

However, when we think of the different purposes for reading and the varying processes that are called into play, it is evident that no single statement is going to capture the complexity of reading. A more comprehensive definition will need to address the characteristics of reading by fluent readers and answer questions such as these: what do fluent readers do when they read? What processes are used by fluent readers? How do the processes work together to build a general notion of reading? As a starting point, we can say that reading is understood as a complex combination of processes. According to Grabe, W (2009:14-16) the processes are described as the following:

1. A rapid and efficient process

Fluent reading is certainly a rapid and efficient process. It is rapid in the sense that we read most materials at about 250-300 wpm. Even material that is related to learning or professional work will be read at this rate unless we are new to the information and actively trying to learn it (Carver, 1990 in Grabe). Reading is efficient not only in terms of the overall reading rate, but also in terms of the ways that various processing skills work together smoothly. When we read, we coordinate rapid and automatic word recognition, syntactic parsing, meaning formation, text comprehension building, inferencing, critical evaluation, linkages to prior knowledge resources.

2. A comprehending process

Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more. One reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal. A second reason to highlight comprehension is to point out that reading is not the only comprehending process. Nonetheless, as fluent readers; we assume that comprehension is a central goal. After all, we seldom pick up a newspaper or magazine and expect not to understand.

3. An interactive process

Reading is an interactive process in two ways. As noted above, reading combines many cognitive processes working together at the same time. Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she or he actively constructs the meaning of the text by comprehending what the

writer intends and by interpreting it in terms of the background knowledge activated by the reader.

4. A strategic process

Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals.

5. A flexible process

These multiple efforts also require that reading be a flexible process. As reader purpose shifts, as comprehension is impeded, or as interest varies, the reader adjusts reading processes and goals. The flexibility demonstrated by fluent readers keeps the processes and purposes aligned with each other. Of course, this alignment between processes and purposes points out the fact, as already discussed, that reading is also (and always) a purposeful process.

6. An evaluative process

Reading is also a continuously evaluate process. At one level, evaluation is tied to being strategic and purposeful in that we evaluate how well we are reading (or monitor our reading). Evaluation also occurs when we decide how we should respond to a text. Do we like what the author says? Do we have an interest in the information? Do we agree with the author? How does text compare with other texts on the topic? Do we like the attitude and perspective of the author? Do we want to learn more? Do we want to continue reading? This pattern of evaluation of the text calls up our own attitudes and emotional responses to the text and the topic, and it requires a strong set of inferencing processes and the use of background knowledge.

7. A learning process

Ongoing evaluations make reading a learning process. In those situations in which learning is expected, this process is obvious. However, in combination with evaluation, all reading activity is a learning process in one sense or another. Learning, as rehearsal, occurs even when we decide to review and check a grocery list or see what information is required to fill out a form. With almost any text we read, the evaluation process makes reading a learning process as we make decisions about how to respond to the text.

8. A linguistic process

Finally, reading is a linguistic process. It is not possible to read without making graphemic-phonemic connections, without recognizing the words to be read and the structural phrases organizing the words, and without having a reasonable store of linguistic knowledge (morphological, syntactic, and semantic) of the language of the text. At one level, this is obvious, but it is so easily overlooked or ignored that it must be stated explicitly. If we are asked to read a newspaper in Arabic and we do not know the script or any words in Arabic, no amount of background knowledge on a topic will assist us in reading that text.

2.3 Reading Comprehension

G.Paris and Steven (2005: 71) the nature and characteristics of comprehension processes, for comprehension is not a single unitary process. Instead, it requires the delicate interaction of several component processes that integrate information from the page that the student is reading with his or her background knowledge and experience, subject to a multitude of contextual constraints. Linguists and logicians have analyzed texts for a long time. Psychologists, on the other hand, have been less interested in the texts themselves and their structure and meaning, but in the processes involved to transform the meaning on the page into meaning in the mind.

Although models of comprehension differ in many (important) details, we believe that there is an emerging consensus on a general framework.

Chesla (2001 : 1) Readers are a lot like detectives. To be a good detective, you need a few basic skills. Likewise, you must master a few basic skills for reading success. These skills are your foundation, your building blocks for reading success. You should know four basic reading comprehension skills:

1. how to be an active reader
2. how to find the main idea of a passage
3. how to figure out what words mean without a dictionary
4. how to tell the difference between fact and opinion

Reading comprehension is the essence of reading : one reason why students read is to see if they themselves can understand what the text is about. If they cannot understand, there might be several problems that should be identified by teacher. Blachowicz and Ogle (2008:27) comprehension is an interest-driven process where the purpose of reading can change over time. The reader has an interest in what she/he was reading and has questions she/he wants to answer. It means that her/his search process also changes as her/his purpose changes. Comprehension doesn't happen at one point; rather it is the process that takes place over time. In conclusion, reading comprehension is an interaction between thought and language to get the meaning of the text.

2.3.1 Reading Comprehension Assessment

According to Scott and Steven (2005:5) currently, widely used comprehension assessments are heavily focused on only a few tasks: reading for immediate recall, reading for the gist of the meaning, and reading to infer or disambiguate word meaning. Assessment

procedures to evaluate learners' capacities to modify old or build new knowledge structures, to use information acquired while reading to solve a problem, to evaluate texts on particular criteria, or to become absorbed in reading and develop affective or aesthetic responses to text, have occasionally been developed for particular research programs but have not influenced standard assessment practices. Because knowledge, application, and engagement are the crucial consequences of reading with comprehension, assessments that reflect all three are needed. Further, the absence of attention to these consequences in widely used reading assessments diminishes the emphasis on them in instructional practices as well.

According to Caldwell (2008:3) assessment involves four steps; they are identifying what to assess, collecting evidence, analyzing the evidence and making a decision. They are four purpose of reading assessment they are identifying good reader behavior, identifying areas of weakness, determining student reading level and determining student progress.

2.3.2 Levels of Comprehension

According to Burns in Sinambela(2015:16) there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

1. Literal Comprehension

Literal comprehension involves reading acquiring information that is directly stated; the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understands of vocabulary, sentence meaning, and paragraph meaning.

2. Interpretive Reading

Interpretive reading involves reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include: inferring main ideas of passages in which the main ideas are not directly stated, inferring caused-effect relationships when they are not directly stated, inferring referents of pronouns, inferring referent of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing and the last is drawing conclusion.

3. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion about their accuracy, appropriates, and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

4. Creative Reading

Creative reading involves going beyond the material presented the author. It requires readers to think as they read, just as critical reading does and it also requires them to use their imagination. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

2.4 Genre

According to Pardiyo (2007: 2), there are various kinds of genre, they are descriptive, recount, exposition, procedure, anecdote, explanation, news item, review, discussion, analytical and hortatory exposition, and the last is narrative.

1. Descriptive

Descriptive is a text which says an object. Its purpose is to describe a particular person, place or thing. The object is divided into two parts, they are concrete and abstract noun. Examples of concrete noun: person, read, boy, ball, bag, car, cheese, building, wall, and gold. The example of abstract noun: happiness, freedom, honesty, love, sadness, imagination, kindness, hate, idea, and romance.

2. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration written. Specifically, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contains three components. They are orientation, events, and reorientation.

3. Exposition

An exposition is a piece of text that presents one side of an issue. The purpose of the exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case or the case against. Exposition texts can be in the form of: Advertisements, spoken arguments, and editorials.

4. Procedure

Procedure is any written English text which explains how to do or make something. The text becomes a guide for the readers to finish any task by set of steps on the text. Procedure is a text that contains of three components, namely: goal, material and reorientation.

5. Anecdote

Anecdote is a text that tells about unusual or amusing accident. Anecdote s a text which contains of five components, they are abstract, orientation, crisis, reaction and coda.

6. Explanation

Explanation is an English text in which the writer explains the process involved the information or working of natural or sociocultural phenomena. Explanation is a text that contain of two components, they are general statement and sequenced explanation.

7. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. The generic structures of news item are: main event, elaboration (background, participant, time and place), resource of information.

8. Review

Review is an English text that the social function is to critique or evaluate an art work or event for a public audience. The elements of review are orientation, evaluation, interpretative recount and evaluation.

9. Discussion

Discussion is an English text in which the writer presents some points of view about an issue. It contains three component, they are issue, argument, and conclusion or recommendation.

10. Analytical and Hortatory Exposition

Analytical exposition is expository text. It is about the truth of fact of a certain object to the readers. The aim is just to expose the truth of the fact. In this case it is just to persuade the readers to believe it, and to show the readers about the truth in the human's life reality by proving it with the fact. Hortatory exposition is English text where the writer persuades the readers that something should or should not be the case. It is also a text that contains of three components, namely: the thesis, argument of issue of concern, and recommendation.

11. Narrative

Narrative is an English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experience, and actions which happen in the past. It uses simple past tense. The elements of narrative are orientation, events resolution and coda, but coda is optimal.

2.4.1 Narrative Text

Knapp and Watkins (2005: 220-221) stated that the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

Narrative does not have, for example, a singular generic purpose as do some of the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs.

2.4.2 Basic Structure of Narrative

Formally, narrative sequences people/characters in time and space. In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence. A key characteristic for all text types in the genre, however, is the requirement to orient or introduce the reader/listener to the people, time and place in the story. The structure of narrative is generally more complex than the orientation and sequencing typical of recounting. Stories, for

example, bring a rather complex dimension into play. More than simply sequencing a series of events, stories use the sequence to set up one or more complexities or problems. It is this problem making that usually draws the reader into the narrative, provided that the reader can empathize with the characters.

This problem part of the narrative must eventually find some way of being resolved; otherwise we are left with very frustrated or angry readers. Good problem-solving skills are a necessary part of writing successful narratives, and this is the stage that most young writers find the most difficult. Think about how many times you have read ‘... and then I woke up and it was only a dream’ or, ‘... and then the bell went and we all went into school’ Knapp and Watkins (2005: 222-223).

2.4.3 Simple Narrative

Knapp and Watkins (2005: 225-226) also stated that simple narratives or stories add a major dimension to the structure of a recount. When students first attempt narratives, they find the orientation and complication stages fairly straight forward, as they are similar to the structure and grammar of recounts. The resolution stage, however, is another matter. In the following recount the writer has simply taken the ‘he got better and was never greedy again’ ending typical of fairy tales in order to solve the problem. The complication stage of simple narratives need not be a single problem or complexity. This stage can also include reflection on the problem and possible solutions. The following text shows the outlines of a simple story with a problem, a solution and finally a resolution.

Table 2.1 Example of Narrative Text

The Greedy Pig

A long time ago there was a barn with owners named Mr and Mrs Smith. They were poor and they only had a horse for	Orientation
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riding, 2 sheep for wool, 1 pig and a bull and a cow for milk.	
They were poor because their pig ate them out of house and home and he didn't share with the other animals. His name was Bob. 'You should go on a diet' said Clarabelle the horse. 'Oh be quiet, I'm not fat I've got big bones'. A few minutes later Bob was rolling around on the ground. 'I'm sick, I'm sick', he shouted. 'Help me, help me'. Mr and Mrs Smith ran down and called the vet. The vet came quickly and said quietly. 'If he eats like has been eating he'll surely die'. 'Oh', groaned the pig.	Problem
Clarabelle overheard and said to the other animals, 'Our friend is dying; we've got to help him'. 'Yeh' said other animals 'let's go'. They went up to Bob and said, 'We are going to get you in shape'. First they told him to eat only half of the food in the trove. Then they made him run up and down the hill and made him swim in the duck pond.	Solution
He did this every day for three long weeks and he got better and he thanked Clarabelle and Bob was never greedy again.	Resolution

2.5 Collaborative Strategic Reading

Collaborative Strategic Reading: Findings From Experienced Implementers they are :

1. Sharon Vaughn and Greg Roberts The University of Texas at Austin, Austin, Texas, USA
2. Janette K. Klingner University of Colorado, Boulder, Colorado, USA
3. Elizabeth A. Swanson The University of Texas at Austin, Austin, Texas, USA
4. Alison Boardman University of Colorado, Boulder, Colorado, USA
5. Stephanie J. Stillman-Spisak, Sarojani S. Mohammed, and Audrey J. Leroux The University of Texas at Austin, Austin, Texas, USA

In addition, 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. Here, students are working in groups and taught to activate prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text.

Meanwhile, Johnson and Kagan in Klingner at all (2007: 139) stated that the development of CSR was influenced significantly by the approaches of reciprocal teaching and

transactional strategies instruction. Initially, the teacher presents the strategies to the whole class using modeling, role playing, and teacher think-alouds. After students have developed proficiency in using the strategies, the teacher then assigns the students to heterogeneous cooperative learning groups.

From the explanation above, it can be said that Collaborative Strategic Reading (CSR) is a combination between reading strategies and cooperative learning groups or paired learning. Here, the teacher's role is to present the strategies to the whole class using modeling, role playing, and teacher think-louds and then divide the students to heterogeneous cooperative learning groups. Meanwhile, the students are taught to activate prior knowledge, make prediction, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text.

In addition, the idea of CSR is that cognitive development occurs when concepts first learned through social interaction become internalized and made one's own. Therefore, CSR is aimed to improve reading comprehension and increase conceptual learning in ways that maximize students' participation (Klingner et al. (2007: 142-143).

2.5.1 The Implementation of Collaborative Strategic Reading (CSR)

According to Klingner and Vaughn (2007:144-146) at the outset, the teacher provides explicit instruction to students to teach the CSR reading comprehension strategies. As with reciprocal teaching, the teacher first 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. The teacher also emphasizes that reading is thinking. The teacher then uses a think aloud procedure to model how to use the different strategies while reading a short passage. Again, as with reciprocal

teaching, students are exposed to all of 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. The CSR reading strategies include the following:

1. Preview

The purposes of previewing are to (a) help students identify what the text is about, (b) tap into their prior knowledge about the topic, and (c) generate interest in the topic. The teacher helps the students with previewing by reminding them to use all of the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage. He or she might help them connect the topic to their own experiences and also reteach key vocabulary that is important to understanding the text but that does not lend itself to the click-and-clunk fix-up strategies.

2. Click and clunk

Students use the process of click and clunk to monitor their comprehension of the text. When students understand the information, it “clicks”; when it does not make sense, it “clunks.” Students work together to identify clunks in the text and use fix-up strategies to help them “declunk” the word or concept. The clunk expert facilitates this process, using clunk cards. A different strategy for figuring out a clunk word, concept, or idea is printed on each card:

1. Reread the sentence without the word. Think about what would make sense.
2. Reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
3. Look for a prefix or suffix in the word.
4. Break the word apart and look for smaller words you know.

Students record their clunks in their learning logs to share with their teacher and peers.

3. Get the gist

Getting the gist means that students are able to state the main idea of a paragraph or cluster of paragraphs in their own words, as succinctly as possible. In this way students learn how to synthesize information, taking a larger chunk of text and distilling it into a key concept or idea. Students are taught to identify the most important who or what in the paragraph, and then to identify the most important information they read about the “who or what”, leaving out details. Many teachers require that students state the main point of the paragraphs in 10 words or less.

4. Wrap-up

Students learn to “wrap-up” by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students’ knowledge, understanding, and memory of what they have read. Students generate questions about important information in the passage. They learn to use question starters to begin their questions: who, what, when, where, why and how (“the five W and an H”).

As with reciprocal teaching, students pretend they are teachers and think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. Students are taught 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”.

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

Once students are proficient in using the comprehension strategies with the support of the teacher, they are ready to learn how to implement the strategies while working in heterogeneous cooperative learning groups. In cooperative groups, students do not simply work together on the same assignment; each person must have a key role to play and everyone is responsible for the success of the group.

2.5.2 Role of Students in Collaborative Strategic Reading (CSR)

Roles are important aspects of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the leader. Students can perform more than one role at a time, if necessary. These roles may include Klingner and Vaughn (2007:146-147):

1. Leader

Leads the group in the implementation of CSR by saying what to read next and what strategy to apply next; asks the teacher for assistance if necessary.

2. Clunk expert

Uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

3. Gist expert

Guides the group toward the development of a gist and determines that the gist contains the most important idea(s) but no unnecessary details.

4. Announcer

Calls on different group members to read or share an idea and makes sure that everyone participates and only one person talks at a time.

5. Encourager

Watches the group and gives feedback; looks for behaviors to praise; encourages all group members to participate in the discussion and assist one another; evaluates how well the group has worked together and gives suggestions for improvement.

6. Timekeeper

Let's group members know how much time they have to write in their learning logs or complete a section of the text they are reading; keeps track of time and reminds the group to stay focused (if necessary).

2.5.3 Role of Teacher in Collaborative Strategic Reading (CSR)

At the outset, the teacher provides explicit instruction to students to teach the CSR reading comprehension strategies. As with reciprocal teaching, the teacher first 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. The teacher also emphasizes that reading is thinking. The teacher then uses a think aloud procedure to model how to use the different strategies while reading a short passage. Again, as with reciprocal teaching, students are exposed to all of 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 Klingner (2007: 144).

In short, during the cooperative group activity, the teacher's role is to circulate among the groups, clarifying clunks, modeling strategy usage, modeling cooperative learning techniques, redirecting students to remain on task, and providing assistance.

2.5.4 Role of Material in Collaborative Strategic Reading (CSR)

According to Klingner et al. (2001) in (NCSET, 2002), there are six materials that may be helpful as a teacher assists students to use CSR and cooperative learning techniques. They are as follows:

1. Reading materials

When selecting reading materials for CSR, the following factors are recommended for consideration: (a) reading materials at students' instructional level, which generally refers to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting (Texas Center for Reading and Language Arts, 2000).

2. Clunk cards

Each of the four clunk cards contains one fix-up strategy. Fix-up strategies included in the clunk cards are: (a) reread the sentence with the clunk and look for key ideas to help you figure out the word — think about what makes sense, (b) reread the sentences before and after the clunk looking for clues, (c) look for a prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.

3. Cue cards

Cue cards outline the procedures to be followed in a cooperative learning group. They remind students of each step of CSR for each role. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role (see Figure 1 for a sample cue card for a CSR leader).

4. Learning log

CSR learning logs serve two roles: (1) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (2) study guides for students.

5. Timer (optional)

Timers that students set by themselves can help groups to remain on task.

6. Score card (optional)

The scorekeeper in a group follows a cue card to find out when to award points, and records these points on a score card.

2.6 Previous Research

The writer takes two previous research which are related to the teaching strategy. The first previous research was written by Dicky Tinton Hermawan entitled "*The Effect of Collaborative Strategic Reading Comprehension (CSR) to Eight Grade Students' Reading Comprehension at SMPN 1 Gampengrejo Kediri in Academic Year 2015/2016*". The researcher found that there is effectiveness of CSR on the students reading comprehension, so the strategy should be applied in teaching reading especially in reading comprehension.

The second previous research was written by Refi Ranto Rozak entitled "*The Effectiveness of Collaborative Strategic Reading (CSR) to Teach Content Area Reading Comprehension Viewed From Students' Intelligence*". The researcher found that CSR is an effective content area reading strategy and the students are getting more encouraged and motivated to study.

Based on the results of the previous research above the writer interest to make it as a reference to research whether Collaborative Strategic Reading (CSR) is an appropriate strategy to improve students' reading comprehension.

The difference of the writer research with the previous research is the using different strategy in teaching reading. The similarity of the writer research with previous research is to improve students' reading comprehension of narrative text.

2.7 Conceptual Framework

Reading is one of language skills is thought to be important in teaching learning process. But many students think that reading is a bored activity and the learning that only saying words correctly from the English text. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill.

The success of teaching reading is depending on successful strategy use in learning process. For the purpose of improving students' reading comprehension achievement and solve the problem of students' in reading. It is important for the teacher to select the appropriate approach in teaching reading. Collaborative Strategic Reading becomes the suitable approach to be applied in teaching reading comprehension. By applying this approach, students will demonstrate high levels of academic engagement and help each other with a word meanings, main idea, and understanding the text.

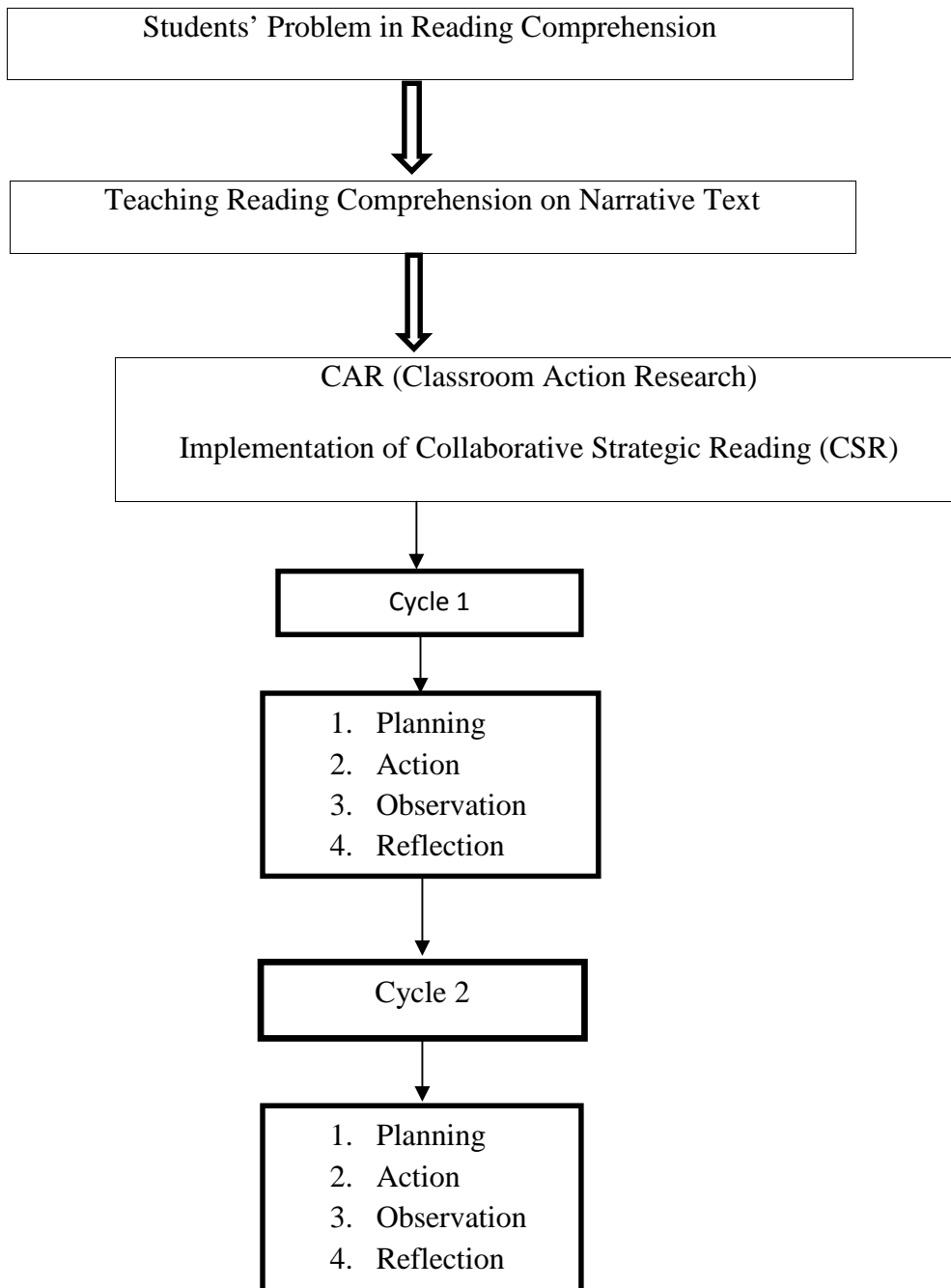


Figure 2.7 Improving the Students' Reading Comprehension on Narrative Text through Collaborative Strategic Reading (CSR) Ana Maria Rajagukguk (2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research method which is used in this study is a Classroom Action Research (CAR). This Classroom Action Research is conducted by the teacher in order to get a solution to the problem until it can be solved. Action research is a reflective process which is conducted by using some kinds of necessary technique in order to solve the problem.

The process of Classroom Action Research (CAR) is to feed the practical assessment in concrete situations, and the validity of the theory or hypothesis that do not result depends so much on a scientific test of truth as its purpose in helped people to act more intelligently and masterly. Classroom Action Research (CAR) is research design to helped teacher to find out what is going on in their classroom, and use that information to make wise decision for the future.

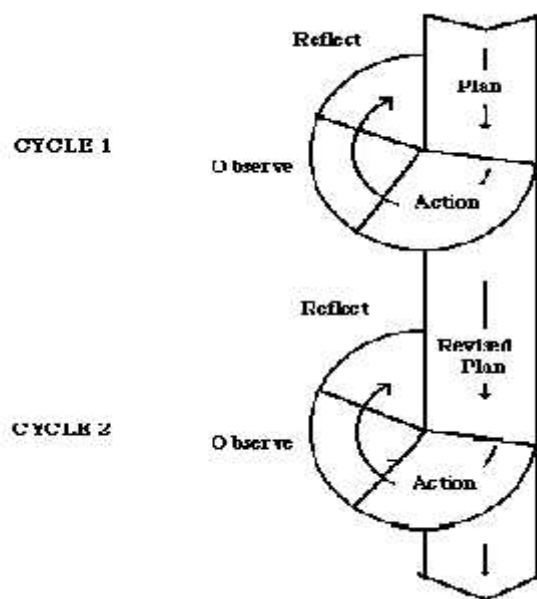
Model of Action Research which is used in this research is Action research based on Kemmis and Mc Taggart model. According to Kemmis and Mc Taggart (1988) in Burns (1999:32) explain that action research occurs through a dynamic and complementary process, which consist of four essential moments: planning, action, observation, and reflection. These

moments are the fundamental steps in a spiraling process through which participants in action research group undertake to:

1. Develop a plan or critically informed action to improve what is already happening.
2. Act to implement the plan.
3. Observe the effects of the critically informed action in the context in which it occurs.
4. Reflect on this effect as the basis for further planning, subsequent critically informed action and so on through a succession of stages.

Visually, the steps in action research by Kemmis and Mc Taggart (Burns;1999;33) can be illustrated as follows:

Figure 3.1 Procedures of Action Research



3.2 Population and Sample

Arikunto (2014:173) states that population is all the subject of research. The population of this research is the tenth grade students' of SMK Negeri 5 Medanthey are X DPIB-1, X DPIB-

2, X DPIB-3, X DPIB-4. The populations are right choice because they suit with the target of researcher.

Arikunto also states that sample is a part or representative of population that is researched. The class is choose randomly through random sampling technique. The writer will take the X DPIB-1 class of SMK Negeri 5 Medan it consists of 32 students.

3.3 The Instrument of Collecting Data

Data play an important role in a research because the conclusion of the research will take from the data. Therefore, the accuracy of the data determined the quality of the research result. The instruments in collecting data that is used in this research was Quantitative Data. The instrument used by the writer for collecting quantitative data was reading comprehension test. The kinds of test is multiple choice that consist of 50 number of reading comprehension of narrative text. They were pre-test and post-test. This type of collecting data is used to collect the data of students' reading comprehension.

Table 3.1 Table of Specification in Narrative Text

Content	Kinds of Generic Structure	Test Item	Score
Generic Structure	Orientation	23	46
	Problem	16	32
	Solution	4	8
	Resolution	7	14
Total		50	100

3.4. Procedure of Collecting Data

This research was conducted in two cycles, each cycle contain of four steps namely: (1) planning, (2) Acting, (3) Observation, (4) Reflection.

1. Cycle 1

1. Planning

Planning is arrangement for doing something. In this phase there many activities organized in action related to identify problem. The activities that were done in this phase, such as:

1. Preparing lesson plan.
2. Making orientation test as the instrument to know the basic students' achievement in reading comprehension.
3. Preparing the teaching material of narrative text and procedure of teaching reading by using Collaborative Strategic Reading (CSR)
4. Preparing the facilities and media that is used as work sheet.

2. Action

Action is the process in doing something. It is the implementation of planning. There were some activities in action, such as:

1. The writer opened the class and then check attendant list.
2. The writer explained the definition and the importance of reading.
3. The writer explained about reading comprehension and types of reading that is studied namely narrative text.
4. The writer gave the students some questions about the topic.
5. The teacher and students answer the question together.

3. Observation

The observation is done to check:

1. The students' activity in reading
2. The students' response during the teaching and learning process
3. The students' reading skill improvement.
4. Reflecting

This step is analyzed the whole action that was conducted. Based on the data collected, the researcher discussed and made evaluation to determine the text cycle.

2. Cycle II

1. Planning

Cycle 2 began from making the new lesson plan with some revised part. It aimed to get better implementation of the method. As the planning in cycle 1, the teacher also made the preparation of teaching aids. Evaluation and post test 2 were prepared to know student's achievement in the end of this cycle. The teacher also re-selected the topics and teaching aids to motivate students, so that they were given a better understanding of the texts.

1. Action

In this phase, the writer applied the new lesson plan. The writer explained the material about reading, the writer introduced CSR method to the students. Teacher asked the students to make group and conducted reading based on the topic given.

2. Observation

The writer observed students' participation and achievement in this phase. Here, the writer tried to make sure whether students improve their understanding or not and differed their achievements between cycle 1 and cycle 2.

3. Reflection

This step is analyzed the whole action that was done. Based on the data that was

collected, the researcher made evaluation. The researcher analyzed the result of all tests and compare the whole result of the students' achievement. As a result, researcher can made conclusion in conducted classroom action research.

This research was conducted in six meetings. Three meetings of each cycle.

3.5 Scoring System

The test is a good test to measure the students' knowledge and the writer to give multiple choice question tests to the students. In scoring the reading test, it was determined that ranging 0-100 by accounting the correct answer.

To correct answer given 1 score, while the wrong answer given 0, and applying the following formula:

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of test

R = Number of correct answer

N = Number of the test items

3.6 Technique of Analyzing Data

The data was analyzed by employing the implementation of Collaborative Strategic Reading (CSR) to improve students' reading comprehension skill.

To proved this research, the writer analyzed the data by using this following procedure:

1. Scoring the students paper
2. Tabulating the students' score in pre test and post test of each group.
3. Comparing cycle 1 and cycle 2
4. Made the percentage of the students score
5. Made the conclusion

The writer elaborate the data analysis from the students score for every cycle, the writer calculate the mean score of the reading comprehension test. The mean score is calculating by using the formula:

$$X = \frac{\Sigma x}{N} \times 100\%$$

Where:

X = class mean score

Σx = total score

N = the number of students who took the test

Next, to know the development of the students' score who competent in reading comprehension in each cycle by applying this formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of students who get score 75

R = number of students who get score 75 up

T = the total number of students who took the test