

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theories related with the research as the references and basic of the research. This chapter covers about the nature of reading, phase in reading process, reading assessment, learner personality, the relation personality deal with second language learning, collaborative strategic reading, teaching reading using CSR on students across different learner personalities, and previous studies.

#### **A. ELT DEVELOPMENT**

English Language Teaching (ELT) is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. English language teaching may refer to either: Teaching English as a foreign language and Teaching English as a second language. While in Indonesian context, English published to the locals as a foreign language. Therefore, by that time onward, English was recognized as a first foreign language of the country and used as a mean for international communication; to access scientific knowledge and new technologies; as a lexical resources for the development and modernization of Indonesia; and as a way to get to know and learn about the native speakers, their language, culture, literature

or expanding one's intellectual horizons (Lauder, 2008: 12). The same sound as based on Harsono (2006) stated that English has been decided to be the first foreign language in Indonesia. It has been chosen as a language for wider communication in international forum. In Indonesia, it functions (1) to help the development of the state and nation, (2) to build relations with other nations, and (3) to run foreign policy.

English has been taught in Indonesia since the area of Dutch colonial period. However, the access to education for the locals was very rare. The Dutch policy in establishing education in Indonesia is exclusively for themselves and some of the important local officials. English was first taught to Indonesians in 1914 when junior high school were established (Lauder, 2008:9). Since Independence Day, the government of Indonesia has placed English language teaching as one of the compulsory subjects in grade 7 of secondary school to university level and considered very important compared to other subjects in Indonesian education system. This is proven by the fact that English is tested the Indonesian National examination. (Minister of National Education, 2007).

In the development of ELT in Indonesia, there are a lot of problems. One of them is the method of teaching. A good way of teaching brings the students understand the material more. However, they need stuff of vocabularies and understand how to use them in the sentence. The students will get their vocabulary inside and outside the school. They need to find their own way of study. It can make the students more active, communicative and also can increase their self-confidence when they use the language. To make the students to achieve the

criteria, the teacher has to help the students to fulfill it. The teacher can use the teaching strategy that to teach the material but with different learning model, as change teacher-centered model into students-centered as like the goal of our curriculum now.

The teacher can use teaching strategy based task, like task-based language teaching, problem-based learning, project-based learning, collaborative etc. By assigning the task, the students can learn about what they want to know and what they want to find. For example, the students want to acquire vocabulary they can learn by themselves with their group and when they are success on vocabulary learning. it will also affect the success of students in mastering skills and component in English: listening, speaking, writing and reading.

## **B. The Nature of Reading**

In learning English, students are expected to master the four language skills, there are listening, speaking, reading and writing. Those skills then classified into two major terms, passive receptive and active productive skill. Listening and reading as passive receptive skills and speaking and writing as active productive skills. Passive receptive skills are the ways in which students take out meaning from the discourse that they see and hear. The students are expected to be able to recognize and understand texts of the target language. Active productive skill is learners doing these skill to produce language. Reading is the third language skill after listening and speaking an as passive receptive skill that requires the learners to use their eyes and their brains to

comprehend the written equivalent of spoken language. It is one of the two artificial language skills, as not all natural spoken languages have a writing system (Morehouse,2017)

There are many definition of reading. Phatchara, Pothithab (2013) stated that reading comprehension refers to the learners ability to understand information presented in written form. The ability is how to process text, to understand the meaning words of text, and to integrate with what the reader already knows. More specifically Snow (2002:p.11) stated that reading is simultaneously process extracting and constructing meaning through interaction and involvement with written language. Extracting meaning is to understand what the author has explicitly or implicitly stated and constructing meaning is to interpret what the author has written based on the reader's background knowledge, experiences, capabilities, and abilities. (Kosanovich, 2013).

The purpose of reading is to gain an overall understanding of what described in the text. It requires students to move beyond decoding individual vocabulary and statements to constructing a solid understanding of the entire passage (Woolley,2011).

Reading combines some elements : the reader, the text, and the activity of reading. The reader brings his or her cognitive abilities, motivation, knowledge, and experiences to the process of comprehension. The text and its features greatly impact understand through the wording of the text (surface code), the idea units representing meaning of the text (text base), and the way the information is

processed mental models. The activity of reading includes processing the text and the outcome of performing (Snow, 2002).

### **C. Reading Ability**

Reading is importance in the process of understanding written language from the writer to the reader of the text. Huang & Yang (2015: 382) reading is a complex activity in which a range of cognitive skills is required to get the extraction of textual meaning so that learners acquire through positive communication between teacher and students. Alharbi (2015: 1258), the goal of reading is asking students/learners to find grammatical formation of words and identifying words that relate to the topic of reading passage.

Ability defined as a competence owned by each individual to display several tasks for particular activity. Ability for basically mean that you have the goods to do or to make something. Ability is the skill or power to make or to do something in other words talent.

Reading ability is skill of communication between the reader and the writer to obtain knowledge and information. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading-writing connection.

## **1. Level of Reading Ability**

The four levels of reading as conceptualized by Mortimer and Charles Doren (2016):

### **a. Elementary Reading**

It's also called basic reading. Once this level is mastered, readers go from nonliterary to at least beginning literacy. In mastering this level, one learns the rudiments of the art of reading, receives basic training in reading, and acquires initial reading skills.

### **b. Inspectional reading**

This is also called pre-reading or skimming. This level is characterized by its emphasis on time. Its aim to get the most out of a book within a given time'. This is usually done through an examination of the surface of the book checking things such as the the title of the book, its preface, table of contents, index, publisher's blurb if available..etc.

### **c. Analytical reading**

This is a more demanding level for readers. It's more complex than the preceding levels and represents a thorough and complete form of reading. Analytic reading is 'hardly ever necessary if your goal in reading is simply information of entertainment.

### **d. Syntopical reading**

It's also called comparative reading. This is the most complex and systematic level of reading. A syntopical reader reads different texts on the

same subject and compares them to each other to arrive at a holistic and more nuanced understanding of the subject.

#### **D. Reading Strategies**

Grabe (2009), highlighted a second major part of what made a good reader so effective was the fluent application of combination of strategies to achieve active comprehension. In addition, there was a number of multiple language teaching strategies that could facilitate students with reading strategies:

##### 1) Know-Want to know-Learned (KWL)

This strategy represented a three-stage instructional process for understanding texts: what students know, what they want to know and what they learned. The approach combined activating prior knowledge, planning, goal setting, monitoring key points, evaluating text information, relating text information to reading goals.

##### 2) Experience-Text-Relate (ETR)

By using this strategy, the teacher activated the students' background knowledge, promoted predictions about text, and helped students monitor their comprehension of the text, formed questions about the text, evaluated the text, and reflected on the relation between text information and personal experience through discussion.

### 3) Question-Answer-Response (QAR)

In this strategy, teachers trained students to answer questions on; directly available information, information to be inferred and information drawing on the background knowledge. Students developed an answering of how to relate text information to the types of questions posed. As students became aware of how to respond effectively to different types of questions, they practiced generating their own questions, thereby developing their comprehension-monitoring abilities and their understanding of how to respond to questions.

### 4) Directed Reading and Thinking Activities (DRTA)

In this strategy, students related background knowledge to the text, determining goals for reading and then engaged in predicting activities at set stopping points throughout the text.

### 5) Reciprocal Teaching

This strategy was the first multiple-strategy instructional that demonstrated significant improvement with a standardized measure of comprehension. It was designed only for use with reading groups rather than a whole class.

### 6) Collaborative Strategic Reading (CSR)

This strategy was promising approach to combine-strategies instruction that drew on both reciprocal teaching and cooperative learning, and that was used with both L1 and L2 students. Students working in group were taught to active prior knowledge, made predictions, monitor comprehension



difficulties, clarified information, restated important ideas, summarized the text and formed appropriate questions about the text.

However, the above strategies didn't really allow for the emphasis on the inseparable linkage of form and function. In the other hand, each strategy has advantages and disadvantages, if the teacher wanted to use this strategy, they should select the strategy that appropriate with them based on the condition and level of education.

#### **E. Phases in Reading Comprehension Process**

This discussion presents three phases in reading comprehension process.. There are three common phase in reading comprehension based on Edmonds et al., (2009) such as pre-reading, while-reading, and post reading.

##### **1. Pre-reading**

Pre reading help the students engage in process of discovery. These elements to discover such as title, author's name, genre of text. Pre-reading activity motivates learner's interest and activates student prior knowledge. Huang (2018) stated that the scope of pre-reading activity is defined as the quick perception of some elements related to the external appearance of the text, such as title, author's name, genre of the text, skimming a few paragraphs at the beginning, in the middle and at the end of the text. Pre-reading activity make the reader easier and more advantageous to master the text in the next phases. The main tasks of pre-reading activities include:

- a) Previewing the text is often begins with looking at the title, author and illustrator. This is an opportunity to make connections as well. Next the teacher can give a picture and students and have them notice aloud of what they see in the pictures. This activity is a perfect time to activate students prior knowledge or make personal connections. Teacher consider what students already know, or experiences in their life, which might help them understand the text. Building connections is a great way to get a reader engaged and excited to read the story. Then, the teacher can discuss with students what genre they believe on this text. The teacher may also be a good idea to pre-teach any new terms they will come across in their reading. The teacher can also point out the key words found in the text. Finally, the teacher can activate student's prior knowledge by ask them what they already know that may help them read and understand this text.
- b) Setting a purpose for reading intended to successful of reader on the reading activity. In addition, reading activity is only successful when guided and targeted by specific goals from the beginning. The students should have a knowledge of the three main purposes for writing: to entertain, to inform, or to persuade.
- c) Making predictions is a strategy in which readers use information from a text such as titles, headings, pictures, and diagrams and their own personal experiences. This strategy helps students make connections between their prior knowledge and the text.

## 2. While-Reading

While reading is consists of decoding and constructing meaning. The reader's direct, concrete and intuitive contact with the reading comprehension text from the first line to the last. There are two activities on while-reading :

- a) Decoding is an activity to construct the meaning of the text. In the reading process, , meanings are constructed in both the bottom-up and top-down directions. In the bottom-up direction, the meaning is through levels of meaning of words, sentences, paragraphs, sections, chapters, parts to the whole text. In the top-down direction, the meaning is obtain from the original orientation frame related to the background knowledge of the reader and the textual overview of the pre-reading phase.
- b) Constructing meaning in the while-reading phase is the continuous variation of the the direction of exploration and gradual confirmation. In reading process, the reader focuses on the facts, details and information in the text.

## 3. Post-reading

Post reading is where readers complete the perception of the overall text; the meanings reach all of the level of the unit of authentic communication. Four activities of post reading are :

- a) Dig deep and extend what reader outcomes obtain as a whole text.
- b) Analyze and deeply interpret elements of the text. For example, with informational texts, after obtain the overall surface information of the

text, readers will select to deeply analyze aspects of the content of the information mentioned. With literary text, the elements for deep interpretation can be narrative setting, characters, narrative modes, emotional analysis of lyrical characters, and artistic symbols. Connecting the text that has been read with other texts. Connecting text with the reader's life experience is how background knowledge is incorporated into the post-reading activity.

- c) Evaluating constructed Information constructed from the text according to certain criteria used by readers to receive it deeply, critically, formulate and affirm their own views on the text and be able to join with other views.
- d) Applying in real-life contexts it occurs in the direction from the whole to go deeper into the parts and then to synthesize and generalize.

## **F. Reading assessment**

Assessment is importance for teacher do to measure students' achievement. Assessing the students reading growth is necessary to provide feedback information that can use to guide the future teaching and learning of the classroom as a group as well as for individual's students. Teachers use assessment to motivate students to work harder or to feel positive about their achievement, to gather information about what to teach next, and to evaluate the success of their methods, tasks and materials.

*Reading assessment*, according to Afflerbach (2010:1) derived from curriculum and instruction, reports on the achievement of student readers in relation to curriculum and instruction. Teachers doing reading assessment in the teaching learning process to know the progress of students reading achievement based directly on a detailed of curriculum and course syllabus, books and materials used. Isnawati (2012:4) summarize the purposes of assessment for students and teachers. The results of assessment benefit for students to review and improve their learning strategies and habit to increase their achievement. Besides the result for the students, the result of assessment is very useful in giving feedback for the teacher about his/her learning activities and interaction with the students in the classrooms. In line with the purpose of assessment, Huges (1989:10) establish assessment to make successful individual students, groups of students, or the courses themselves in achieving objectives.

In reading assessment, teachers use formal and informal assessment tools from scoring rubrics, checklists, standardized tests to determine students' strengths and weaknesses and provide feedback on instructional approaches. Since reading is receptive skill, the teacher set reading task, which will result in behavior that will demonstrate their successful completion. Huges (1989: 116) classify the levels of analysis on the assessment of reading into macro skills and micro skills. The macro skills directly related to need or to course objectives:

1. Scanning text to locate specific information
2. Skimming text to obtain the gist
3. Identifying stages of an argument
4. Identifying examples presented in support of an argument

Meanwhile the micro skills underlying reading skills directly related to need or to course objectives:

1. Identifying referents of pronouns.
2. Using context to guess meaning of unfamiliar words
3. Understanding relations between parts of text by recognizing indicators in discourse, especially for the introduction, development, transition, and conclusion of ideas.

This research assess the students' focusing on the micro skills that recognize as skills that teach as part of a reading course in the belief that they will promote the development of the particular macro skills towards which the course is primarily addressed.

The technique to assess the students reading comprehension that used on this research is multiple choices. The test takers provide evidence of successful reading by marking a mark against one of a number of alternatives. The advantages of multiple choices according to Isnawati (2012:33) are the scoring can be perfectly reliable. Scoring is rapid and economical. The researcher make effective and good items in multiple choice with careful in formulating the stem, and the correct answer and distractors. The stem in the form of complete sentence. In order to avoid students guessing, the researcher

made identical option in terms of form, content, and length. Having identical options will force the students to think critically. The researcher asks validation of the test to the teacher and lecturer in face, content, and constructs validity.

#### **G. Learner Personalities.**

Every person is different with one another because each individual has his/her own uniqueness. Every individual naturally brings different character, attitude, behavior and actions. Cherry (2019) explained learner personality based on Jung's Theory personality, this theory focused on four basic psychological functions, extraversion, introversion, sensation, intuition, thinking, feeling, judging, perceiving. This theory later led to the development of the now-famous Myers-Briggs. This research focuses on The Myers-Briggs Model, which classifies individuals according to their preferences on scales. According to the model, learners may be extroverts and introvert. The extrovert who are happy to try things out and who focus on the world of people, meanwhile the introvert who are more likely to think things through and to focus on the world of ideas; (Pritchard,2009:45). Myers et. al. (1998:6) define extroversion as "Directing energy mainly toward the outer world of people and objects" and introversion preferences as "Directing energy mainly toward the inner world of experience and ideas".

The Jungian dimensions indicates how learners interact with the outside world (Cherry,2019). Extraverted learners enjoy generating energy and ideas from other people. They prefer socializing and working in groups

Some of the learning activities that benefit extraverted learners include teaching others how to solve a problem, collaborative/group work, problem-based learning. Nabia Luqman Siddiquei & Ruhi Khalid (2018) stated that extraversion is a trait that describe as friendly, sociable, assertive, talkative, emotionally expressive and cheerful. Individuals high on this trait have a tendency to gain energy in social settings and are usually outgoing. The characteristics of extravert learners are learns best through direct experience, enjoys working with others in groups, often gathers ideas from outside sources, willing to lead, participate and offer opinions, jumps right in without guidance from others.

While introversion learners are sociable, they prefer to solve problems on their own. Introverted learners enjoy generating energy and ideas from internal sources, such as brainstorming, personal reflection, and theoretical exploration. These learners prefer to think about things before attempting to try a new skill. They enjoy solitary studying, individual work, and abstract ideas.

Krišto (2012) states that the most often mentioned individual differences affecting success in foreign language learning are: age, intelligence, motivation, language aptitude, knowledge of other languages, learning strategies, learning styles and personality. His study concerns on the important of education community because negative assumptions about introversion are in the school system, leading teachers to believe these students are lacking in some way. Leung (2015) says that introversion students can internalize these opinions, causing crippling disadvantages for themselves in all stages of formal



education. Ginting (2018) was examine the significance of difference between introverted and extroverted learners in terms of syntactic complexity. She found that there was a significant difference between introverted and extroverted learners' in written product.

In accordance with explanation above, it very contrast personality of extroverted and introverted learners, there must be possible differences in the ways. Therefore, investigating extroverts and introverts learning style in their reading comprehension seems to be essential for the benefit of language educational goals.

#### **H. The relation personality deal with second language learning**

The important factor that potentially causes the students' problems in reading is that few teachers do not concern much on students' personality in reading class. Zain dand Rajab (2012) based on their research observation in her teaching for about thirteen years at senior high school, she found that students had different personality during the English class. Some of them were extrovert who like talking and were active in the learning process. They loved debating, sharing ideas, questioning and answering questions. Meanwhile, some of them were introvert who tended to keep silent, did not want to speak up, unless the teacher.

Sharp (2008) argued in support of clear relationships between personality, second language learning and strategy use and has presented a variety of research evidence supporting such a relationship.

Zhang (2008) stated that personality factors significantly influence the degree of success that individuals achieve in learning a second language. Especially, lots of studies have shown that extroverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people).

### **I. Collaborative Strategic Reading**

Collaborative Strategic Reading (CSR) is a set of strategies designed to improve reading comprehension, enhance students' content area learning, facilitate access to higher- level texts, and to promote student engagement ( Al Safadi H.A,2017). CSR explicitly uses strategy instruction to teach meta-cognitive and self-monitoring skills theorized to lead to improved reading comprehension (Klingner, Vaughn, & Schumm, 1998). The concept of CSR developed by Klingner and Vaughn (1998), it was blended collaborative and reciprocal teaching and transactional strategies instruction (Pressley et al., 1992). CSR is to promote content learning, language acquisition and reading comprehension in diverse classrooms (Klingner, Vaughn &Schumm, 1998). Abbasnezhad and Zoghi ( 2016) defines that CSR is an instructional sequence that combines cooperative learning and reading comprehension strategies. It creates a context where students collaboratively practice a number of research-based reading comprehension strategies.

CSR concerns in teach students to use comprehension strategies with group working cooperatively. CSR implements by apply four specific reading strategies with teacher modeling and scaffolding as well as cooperative

learning. The four strategies are brainstorming and predicting (preview), monitoring understanding (click and clunk), finding main idea (get the gist) and generating questions and reviewing key ideas (wrap up).

#### **J. Teaching reading comprehension using collaborative strategic reading (CSR) across different learning styles**

Teaching reading comprehension is much more than just teach how students being able to read words correctly. It helps readers engage with different texts and apply their lessons to real lifes. It can also support confidence levels and help students practice metacognition, which is when students think about what you're thinking. There are a lot of ways to help students, from breaking down the parts of a story to engaging them with thoughtful questions about the text.

The way to build comprehension is through the teaching of comprehension strategies and environments that support an understanding of text. It is important for educators and teachers to teach children active strategies and skills to help them become active, purposeful readers. Teaching reading comprehension is an active process of constructing meaning. The act of constructing meaning involve:

1. Interactive between the reader, text and reading context, the reader should have purposes of their reading.
2. Reader strategic to determine the purpose of reading

3. Adaptable to change the strategies they use as they read different kinds of text or as they read for different purposes.

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CSR concerns in teach students to use comprehension strategies with group working cooperatively. CSR implements by apply four specific reading strategies with teacher modeling and scaffolding as well as cooperative learning. CSR strategies include previewing the text; "click" (I get it) or "clunk" (I don't get it) of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" find the key ideas. CSR

considered find out to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

### **1. Strategies of implementing CSR**

The four steps of CSR by Klingner and Vaughn (1998) are:

- (a) Preview (before reading): Previewing the text activates prior knowledge, stimulates students' interest about the topic, and teacher facilitate making predictions. Students look at headings, key words, pictures, and charts. The teacher facilitates questions and predictions from students.
- (b) Click and clunk (during reading) : Students monitor their understanding of the text. This step is designed to teach students to be aware of what they understand and not understand of the text. Students self-monitor their understanding (the “clicks”) as they are reading. When students find concept or a word that they find difficult, it is a “clunk.” Students identify the clunks and then figure them out as a group using “fix-up strategies” such as partner retelling and determining meaning using affixes, roots, and vocabulary or sentence context clues.
- (c) Get the gist (during reading) : Students identify important ideas and with the “who” or “what” from of the text. Students explain the main idea. Students share their “gist” statements in their own words within cooperative groups as a check for understanding.
- (d) Wrap up (after reading): There are two parts to Wrap Up. First, the students identify the important concepts from the text they read. Second, students develop different types of questions and answers about that information.

With teacher scaffolding, students develop literal questions, within-text inference questions, and higher-order thinking questions regarding the author's intent or purpose. Students then ask and answer the questions developed.

The procedure of CSR starts by the teachers give explicit instruction about these four reading strategies and modeling the usage of each strategy. Students then assigned to work in groups to practice the strategies in reading activity and this practice is scaffold by teachers. While working in groups, each student plays a vital role using specific CSR cue card, it uses for effective implementation of the strategies which can promote high levels of student's engagement and facilitate strategic learning. Cavendish and Hodnett (2017) explained that in CSR, the students have specific roles in the cooperative learning groups that are rotated across lessons. After students demonstrate the ability to apply the four strategies through teacher-led activities, they taught the different roles they will perform while using CSR in the peer-mediated groups.

## **2. The roles of the students in CSR**

Student roles in CSR groups adopted from Klingner and Vaugh (1989) can include:

**Leader**, student leads the group in the implementation of CSR by saying what member of group to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

**Clunk expert**, student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

**Announcer** calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

**Encourager** , watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages 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.

**Reporter**, during the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generated.

**Time keeper** sets the time 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).

Careful guidance and scaffolding of teacher highly recommended given to students to achieve effective interaction and goal of CSR. Moreover, in the process of reading activity, students are asked to fill in CSR learning log as the study guide to record the result of preview, gist's of the texts they read, breakdown in understanding they face and what they have learned.

By implementing CSR, the teaching of EFL reading does not simply direct students to finish and complete reading tasks, but it is designed to enhance students' comprehension on English texts in meaningful interaction by applying procedural practice of the four important reading strategies (Vaughn,

2011). After students be able to use the strategies in the classroom activities, hoped that they expect to be able to use the strategies independently.

### **3. The roles of the teacher in CSR**

Teacher taught the strategies and procedure to the students in implementing the four strategies in Collaborative strategic reading in the classroom. The teacher role is to assist and circulate among groups of students. Teacher can help by actively in clarifying difficult words, encouraging students to participate in group, and modeling strategy usage.

Klinger and Vaughn (2001) stated that the teacher role in implementing CSR is to provide the model and think aloud insight that allow each student to see the opportunities for individual and group practice, so that each student becomes a good implementer of each strategies. The teacher assist the student by giving the models how strategies are integrated in reading text.

CSR engages students to work collaboratively in small groups so they have the opportunity to discuss and share ideas as well as develop their social skills. Collaborative learning techniques can benefit students in:

- a). Promoting student and academic achievement.
- b). Increasing students' retention.
- c). Enhancing student satisfaction with their learning experience.
- d). Helping students develop skills in oral communication.
- e). Developing students' social skills.
- f). Promoting students' self-esteem and positive relations



The collaborative learning concept involved in CSR encourages students to be active as well as cooperative in achieving common learning goals. CSR allows students to learn how to implement reading fix-up strategies in a more effective way, as there is room for collaborative scaffolding to take place. Each student has a role to perform within the group and each of these roles helps the group to successfully achieve their reading goals.

#### 4. The roles of the Material in CSR

There are some materials may helpful to the teacher in assist students in comprehension strategies. These materials as follows:

##### a. Cue sheets

Cue sheets is an outline of the procedures to be followed in practicing CSR. Cue sheets apply in cooperative learning groups, it provide structure and support for students in implementing of CSR. Each role comes with a corresponding cue sheet that explains the steps to be followed to fulfill that role. Cue sheet help students to stay focused and on task, and increase their confidence. Students feel secure if they discontinue use of the cue sheets in carrying their role.

**Figure 2.1. The cue sheets**

Before Reading	During Reading	After Reading
<b>Preview</b> We know that today's topic _____ is _____."	<b>Read</b> Who would like to read the next section?	<b>Wrap Up</b> Now let's generate of some questions to check if we really understood what we read.
Let's brainstorm and write in our learning logs	<b>Click and Clunk</b> Did everyone understand what we read? If you did	

everything we already know about the topic.	not, write your clunks in your learning log.	Remember to start your questions with who, when, what, where, why, or how. Everyone write your questions in your learning log.
Who would like to share their best ideas?	(If someone has a clunk ) Clunk Expert, please help us out.	Who would like to share their best question?
Now let's predict. Look at the title, pictures, and headings and think about what we might learn today. Write your ideas in your learning logs.	<b>Get the Gist</b> It's time to Get the Gist. Gist Expert, please help us out.	In our learning logs, let's write down as much as we can about what we learned.
	Go back repeat the steps on this card again for each section that is read.	Let's go around the group and each share something we learned.
		<b>Compliments and Suggestions</b> The Encourager has been watching carefully and will now tell us two things we did really well as a group today.
		Is there anything that would help us do even better next time?

Adopted from texas Center for Reading and Language Arts .(2000). Profesional Development Guide. Enhancing Reading Comprehension for Secondary Students Part II. Austin, TX: Texas Center for Reading and Language Arts

## b. CSR Learning Log

CSR learning logs is used to record of students ideas when they applying strategies of CSR and as a guide for follow-up activities in their groups. The researcher used CSR learning logs to document that students found objectives on their individualized learning.

**Figure 2.2 CSR Learning Log**

<b>Learning Log</b>	
<b>Name :</b>	<b>Date :</b>
<b>Brainstorm :</b> What do you already know about this topic ?	<b>Predict :</b> What do you think you will learn by reading this passage ?
<b>Clunk :</b> Please list your Clunks.	
<b>The Gist (main idea) :</b> Write the gist of the section you read	
<b>Make questions :</b> Make questions about main idea	<b>Review :</b> Write something important they learned

Adopted from Texas Center for Reading and Language Arts .(2000). Professional Development Guide. Enhancing Reading Comprehension for Secondary Students Part II. Austin, TX: Texas Center for Reading and Language Arts

### **c. Reading Material**

CSR was arranged primarily to be used in expository text in content area textbooks and social studies, yet CSR can be also used with recount text. The researcher select well-formed of reading materials and interesting theme that are suitable to use this strategy. The materials is characterized with only have one main idea, provide clues that easy for student to predict what they will be learn.

### **K. Previous studies**

The researcher has found some studies in the similar issues. The studies have implemented Collaborative strategic reading in a group working or cooperative technique, and teaching reading approach. They vary in terms of subject, grades, and type of texts (genre based). The studies involved variety of students, from elementary school students up to the students in the university levels. Besides, the studies deal with kinds of genre such as exposition, report, or narrative essay. In addition, the used of those techniques intended to improving students' in different language skills like speaking and writing.

Two researches implemented Collaborative strategic reading that focused in two different learning styles. Amrina (2016) implemented CSR on reading skill viewed from active and reflective learning styles under University levels students. and Yulaika (2012) conducted CSR on reading in experimental research under secondary level students. The finding showed that Collaborative strategic reading effective to teaching reading in different learning styles. Rahman (2015) applied Collaborative strategic reading on the secondary level students, which positively responded by the experimental class, and proved that CSR increased students' reading proficiency.

In line with the researchers above, Azizah (2015) employed Collaborative strategic reading with cognitive learning styles on the University students. The finding showed that the means of reading comprehension achievement of the experimental and the control groups were statistically different. Mandieta (2015) fostering reading comprehension and self-directed learning used Collaborative strategic reading setting. The finding showed that collaborative strategic reading impact on participants' learning attitudes and habits positively. Alqarni (2015) on his qualitative research implemented Collaborative Strategic Reading on Foreign Language learners. He found that CSR was benefit to Enhance Learners' on reading comprehension.

In addition, Chen oh (2018) Collaborative learning assured in producing high quality and competitive students. Previous researches' findings figured out that high quality students were able to master various fields of knowledge, experts in solving problems based on factual supports and also a

good speaker. In order to do so, the students should identify the exact style of learning. The findings of this result showed that collaborative learning style had been identified as one of the most effective learning style for students. This research also discusses about the advantageous of applying collaborative learning style of learning towards the process of teaching and learning within the high level education institute, in detail. Collaborative learning style is expected to be a guide for the students to share knowledge and sprout their mind in order to ensure an active learning and effective learning process.

Sari and Tamah (2015) One of the language skills to master by Indonesian EFL learners is reading. In order to assist learners comprehend reading texts, teachers are challenge to apply various teaching strategies. As this paper focuses on teaching reading, two teaching strategies dealing with reading instruction compared. To be specific, in this paper the writers conduct a study to find the difference between Collaborative Strategic Reading (CSR) and teacher-centered teaching strategy (by applying skimming and scanning). This study was a quasi-experimental, which was conducted upon the sixth graders of an elementary school. The finding showed that reading achievements of the students who are taught using CSR and teacher-centered teaching strategy are not significantly different. Nevertheless, this study using Cohen's formula finds that CSR gave a small effect on students' reading achievement.

In line with the issue of this study, result of the previous studies gives benefit. First, the researcher has a broad framework of how CSR applied

effectively in solving problems as encountered in those studies. Second, the result of those previous studies gives knowledge in using CSR. Third, the researcher has a picture about the strengths and weakness can be basis information to apply CSR on reading comprehension is initially similar to those strategies.