



**THE EFFECTIVENESS OF *COLLABORATIVE STRATEGIC*  
*READING* ON STUDENTS' READING COMPREHENSION IN  
TEACHING READING HORTATORY TEXT**

(A Quasi Experimental Research to the Eleventh Graders of State Senior High  
School 1 Kejobong in the Academic Year of 2017/2018)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

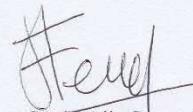
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2019**

## DECLARATION OF ORIGINALITY

I, Feny Sania Ajie Saputri, hereby declare that this final project entitled *The Effectiveness of Collaborative Strategic Reading on Students' Reading Comprehension in Teaching Reading Hortatory Text* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 17 Mei 2019



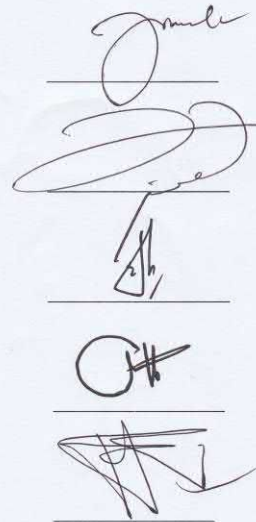
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## APPROVAL

This final project entitled *The Effectiveness of Collaborative Strategic Reading on Students' Reading Comprehension in Teaching Reading Hortatory Text* has been approved by board of examiners and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on Friday, 19<sup>th</sup> of July 2019.

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## MOTTO AND DEDICATION

“One day, in retrospect, the years of struggle will strike you as the most beautiful.”

— Sigmund Freud

*Dedicated to:*

Allah SWT, for the best plan as always

My Super Women Siti Nuriyah and My beloved sister Firda Auliya

My big family the Sukendar

Bu Wiwik and Pak Rohani, for the advice and guidance

My beloved self, Thanks for never give up, Fe!

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## ABSTRACT

**Ajie Saputri, Feny Sania.** 2019. *The Effectiveness of Collaborative Strategic Reading (CSR) on Student's Reading Comprehension in Teaching Reading Hortatory Text.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Prof. Dr. Dwi Rukmini, M. Pd.; Second Advisor: Rohani, S. Pd., M. A.

**Keywords:** Collaborative Strategic Reading (CSR), Reading Comprehension, Hortatory text.

This quasi-experimental research was conducted to find out the effectiveness of *Collaborative Strategic Reading* on students' reading comprehension in teaching reading hortatory text. It involved eleventh graders of science 1 and science 2 of State Senior High School 1 Kejobong. The data were collected by administering comprehension test, multiple-choice questions, as pre-test and posttest. The result shows that the mean score of pre-test in the experimental group is 50.72 and control group is 40.96. Furthermore, after students were given a treatment, the result of experimental group posttest shows improvement. The mean score of posttest in experimental group is 60.40 and control group is 45.92. According to the table of critical  $r_{\text{value}}$  with significant level 5%, the t-test calculation shows that the  $t_{\text{value}}$  was higher than  $t_{\text{table}}$  ( $3.720 > 2.01$ ), which means that there is a significant difference in achievement between the students who were taught by using *Collaborative Strategic Reading (CSR)* and those who were not.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of nine subsections. They are the background of the study, the reason for choosing the topic, statements of the problems, objectives of the study, hypothesis, significant of the study, limitation of the study, and outline of the study.

### **1.1 Background of the Study**

Language is important in every aspect of human being. We need language to communicate with each other. We use language to express our feeling, to solve misconception, to ask questions, and to explain everything around us. There are so many languages around the world, every country even region has their own languages. However, there is always a language that unites the difference; it is English.

English is an international language used by people around the world. It is used in a range of field such as science, technology, business, international diplomacy, politics, and many more. Since English is used in many aspects, students should learn English to compete with many people around the world.

English has 4 basic skills; they are speaking, reading, writing, and listening. To master English, reading is one of the important skills that should be learned. When we read in English, we can improve our vocabulary, our grammar, and our writing skill so the more we read our brain will get more input. We can also absorb information, develop our mind, create imagination, build up our creative side, get the ideas, and provide entertainments through our reading.



In contrast, many students in Indonesia face reading comprehension problems in English text. Meanwhile, good and qualified information from books or internet provide in English. Students can read but they do not know or understand what they read. Reading should involve constructing the meaning of the text and getting the gist of the text. When readers can comprehend their reading or connect with the text being read, the reader can make sense of what is being read.

Many students get difficulties in reading comprehension. They become frustrated when they cannot understand their reading. Meanwhile, in the higher education levels are provided more complex and challenging texts. Students are expected to read and comprehend its. Based on these matters, reading methods or strategies are necessary. Moreover, teacher's role as reading instructor in the school is important. They are responsible to teach students how to read strategically and effectively. Teacher should also increase their ability to teach using suitable strategies for students' reading comprehension. Nevertheless, the ability to comprehend the texts cannot be achieved instantly, this requires practice. Almasi (2003) states that through the study of reading into how proficient readers achieve comprehension, it has been found that good readers usually monitor their reading process carefully and consistently and use different reading strategies or methods to comprehend the text.

Many studies examined the effectiveness of reading strategies such as Collaborative Strategic Reading (CSR) on students reading comprehension. Klingner, Janette K., Vaughn, Sharon (1998) describe Collaborative Strategic

Reading as the best technique for teaching students' comprehension, building vocabularies, and working together cooperatively. I found interesting to investigate a similar topic to develop knowledge and information but the source of data was different. This research was conducted to find out the effectiveness of Collaborative Strategic Reading on students' reading comprehension in teaching reading hortatory text on the eleventh graders of State Senior High School 1 Kejobong.

## **1.2 Reason for Choosing the Topic**

The following paragraphs explain the reasons why the effectiveness of collaborative strategic reading on students' reading comprehension in teaching reading hortatory text on the eleventh graders of State Senior High School 1 Kejobong was chosen as a topic by the writer.

First, Reading English text is difficult for Indonesian students as foreign language learners. Many texts, books, articles, journals that can help students to get good and qualified information are written in English. The most common problem faced by the students on the eleventh-graders of State Senior High School is that they cannot comprehend what they read.

Second, teaching method or strategies can influence students' learning process and their comprehension. However, some educators do not adequately provide effective reading instruction or strategy. They require effective strategies to help student interesting in learning English. CSR has examined by many experts. The steps of CSR such as before, during, and after reading activities are good to help students who have difficulty in comprehending what they read. I

looked forward to conducting similar topic but the data was different.

Third, hortatory is one of complex and challenging text. It is learned by higher level education such as senior high school students. Meanwhile some of hortatory texts provide technical terms or difficult words which are not easy to be understood. These concerns become the reason why I chose the eleventh graders students as the subject of the study since this text was in the syllabus. Moreover, I was curious whether CSR was effective on students' reading comprehension in teaching reading hortatory text.

### **1.3 Statements of the Problem**

The statements of the problem can be elaborated as follows:

1. What is the result of teaching reading by using collaborative strategic reading?
2. Which one is more effective to teach reading comprehension between Collaborative Strategic Reading and lecturing method in teaching reading?

### **1.4 The Objective of the Study**

Based on the research question, the objectives of the study are

1. To investigate the result of teaching reading by using Collaborative Strategic Reading (CSR).
2. To investigate which one is more effective between Collaborative Strategic Reading and lecturing method in teaching reading.

## **1.5 Hypothesis**

A hypothesis is a temporary answer or prediction to the research problem. It can be acquired from the theory, previous study, or another reliable data and information. Since it is a speculation of the research finding, the answer needs to be tested through the real data. As a response to the research question, a hypothesis should be stated in the form of a statement or declarative.

There are two ways to formulate the hypotheses; they are a working hypothesis (H1) and a null hypothesis (H0). A Working hypothesis is also called the alternative hypothesis. It is working hypothesis what the researchers expect to happen. A Null hypothesis represents rejection or disapproval by the researcher. We can say that there is no relationship or no difference between variables.

In this study, the working hypothesis (H1): there is a significant difference in the students' reading comprehension after being taught using Collaborative Strategic Reading. Null Hypothesis (H0): there is no significant difference in the students' reading comprehension after being taught using Collaborative Strategic Reading.

## **1.6 Significance of the Study**

The significance of the study can be seen from theoretically, practically, and pedagogically.

### **a. Theoretical**

The results of the study give us some information or knowledge about the effectiveness of a reading strategy to improve reading comprehension especially using collaborative strategy reading.

b. Practical

This study will give advantages to teachers and students in the teaching and learning to process. Hopefully, this strategy can improve students' reading comprehension not only in reading English but also other languages and it also can be applied by the teacher to be an alternative way in teaching reading comprehension and another subject.

c. Pedagogical

Pedagogically, this research can be used as a reference, model, or comparison for further study or interested in developing a similar topic.

### **1.7 Limitation of the study**

This study was conducted to investigate the effectiveness of Collaborative Strategic Reading on students' reading comprehension in teaching reading hortatory text. Commonly, CSR can be applied to elementary school until college students, it also suitable for teaching English reading comprehension and another subject; however, this study is limited to the eleventh-graders of State Senior High School 1 Kejobong. I choose them to be the subject of the study because on a syllabus hortatory text is learned by eleventh-graders students. In this grade, students get difficulty in reading comprehension. In this research, there were two classes would be investigated, the experimental group that was given Collaborative Strategic Reading treatment and control group that was given the lecturing method.

## **1.8 Definition of Terms**

To avoid misunderstanding and misinterpretation about this study, it is important to clarify and give brief explanations about the terms those are used in this research but the further information will be clearly explained in the review of the theoretical study.

1. Collaborative Strategic Reading (CSR)

Based on Klingner and Vaughn (1996), “CSR is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text”.

2. Reading Comprehension

The RAND Reading Study Group (2002) stated that “comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

3. Cooperative Learn involves students working together in a small group to accomplish a shared goal (Gillies and Boyle, 2011)

4. Hortatory Text

A hortatory text is a text which persuades the reader that something should or should not be the case or be done.

### **1.9 Outline of the study**

This study consists of five chapters. Chapter I is Introduction. It covers the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, hypothesis, and significance of the study, limitation of the study, definition terms, and outline of the study.

Chapter II is Review of related literature. This chapter discusses the review of previous studies and review of theoretical studies. It explains theory, opinion, and point of view from some expert that can support the references and data related to this study.

Chapter III is Research Methods. This chapter explains the method that is used in this study. It consists of research design, population and samples, research variables, an instrument of collecting data, the method of collecting data, and method of analyzing data.

Chapter IV is Data Findings and Discussion. This chapter talks about research finding or the result of the research and discussion related to the effectiveness of collaborative strategic reading.

Chapter V consists of two subchapters, they are conclusion and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of three main sub chapters. They are (2.1) the previous study related to the topic of the study, (2.2) review of the theoretical study, and (2.3) theoretical framework.

#### 2.1 Previous Studies

There have been many studies conducting by some researchers related to how to improve reading comprehension. Regarding this study, here are some previous studies which were used as the references and the model of the study.

Klingner et al (1998) had been conducted many researches focusing on CSR. One of their studies is *Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth-Grade Classrooms*. This study investigated the effectiveness of a cooperative learning approach designed to foster strategic reading in 3 heterogeneous, culturally and linguistically diverse, and general education classrooms in 1 school. Experimental group students were taught using CSR while reading social studies text in small student-led groups. Control condition students in 2 classes did not learn comprehension strategies but received researcher-led instruction in the same content. Outcome measures (a standardized reading test, social studies unit test, audio-tapes of group work) indicated that students in the experimental condition made greater gains in reading comprehension,  $F(1,138) = 10.68$ ,  $p = .001$ , and equal gains in content knowledge. Dis-course analyses of peer talk during cooperative group sessions indicated that 65% of discourse was academic in nature and content related, 25% was



procedural, 8% was feedback, and 2% was unrelated to the task. Students implemented the clarification (click and clunk) and main idea (get the gist) strategies the most consistently and effectively.

Then, (Fan, 2009) the research entitled *Implementing Collaborative Strategic Reading (CSR) in an EFL Context in Taiwan*. The purpose of this study was to investigate the impact of CSR on Taiwanese University Student's reading comprehension, explore the process of how they collaborate for the text comprehension, and examine their perspective of CSR intervention. The subjects of this research were 110 students from two intact classes who had low-intermediate to intermediate level of English. The writer used mix-method design to answer the research problem and multiple types of data. The result of the study shows that the problem and the dilemmas were identified. Although CSR was not more effective than the traditional teacher-led reading approach based on the statistical result, the effect of CSR on the Taiwanese university learners' reading comprehension particularly in relation to comprehend questions on getting the main idea and finding supporting details shows positive finding. The finding also indicated that limited vocabulary was the obstacle for the EFL university learner to comprehend. On the whole, the participant had a positive attitude toward CSR and found beneficial impacts of CSR.

Moreover, MCSR or Modified Collaborative Strategic Reading was conducted by some researchers. They were Zoghi, Mustapha, and Mohd Maasum (2010). This modified strategy aimed to probe the feasibility and effectiveness of reading instructional. The participant of this study was implemented with 4

university-level EFL freshmen. A researcher-developed reading comprehension test was group-administered at pre-test and post-test. After the completion of the study, students' perceptions regarding MCSR were also evaluated by means of an Opinionnaire®. Quantitative results indicated that participating students did not demonstrate significant achievement in reading comprehension skills. However, the qualitative evaluation revealed that students had positive attitudes towards MCSR. The conclusion was that EFL students who had a strong preference for communicative and cooperative activities run counter the popular thinking about the rejection of group work due to students' long-standing conventional learning tradition.

Another research by Mujiyanto and Rosari (2016), they conducted experimental research to examine the effectiveness of Know-Want- Learned and Collaborative Strategic Reading strategies to teach reading comprehension to the eleventh graders students with positive and negative attitudes in SMAN 2 Mranggen, Demak. The study revealed five results. First, KWL was more effective to students with positive attitudes. Second, CSR was more effective to students with positive attitudes. Third, none was more effective between KWL and CSR strategies to students with positive attitude. Fourth, CSR was more effective than KWL to students with negative attitudes. The last, there was no significant interaction between the strategies and attitudes to teach reading comprehension. However, it could be said that the significance was low. In conclusion, this study has proven that KWL and CSR could help the students in reading comprehension for both students with positive and negative attitudes.

Tan et al. (2011) conducted a research entitled *Effect of Reciprocal Teaching Strategies on Reading Comprehension*. They wanted to know how reciprocal teaching strategies could help low-proficiency Six-Form students improve their reading comprehension. This study was using a quasi-experimental design which was conducted among 68 low-proficiency students from four Sixth-Form intact classes. Researchers are collecting data using pretest, post-test and five open-ended questions given after treatment. The finding showed a significant impact on the reading comprehension of the students. Significant differences were showed in the independent t-test and paired-sample t-test, revealing the effectiveness of the strategies and positive feedback by the respondents from the experimental group related to the use and effects of these strategies.

Yildirim and Ates (2012) investigated research entitled *Silent and Oral Reading Fluency: Which One Is the Best Predictor of Reading Comprehension of Turkish Elementary Students?* The aim of this study was to investigate which one is the best predictor of reading comprehension between silent and oral reading fluency. This study use correlation design with the participant consisted of total 100 fifth-grade Turkish elementary students studying in two elementary schools. The research findings indicated that both silent and oral reading fluency were related to each other and had significant correlations with reading comprehension. The variance of silent and oral reading fluency in reading comprehension showed 23%. Considering the prediction of comprehension, silent reading fluency had a more significant contribution than oral reading fluency. In addition, the total

reading comprehension showed that silent and oral reading fluency varied according to the gender of the students.

Khonamri and Karimabadi (2015) conducted research entitled Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners. This research journal intended to determine the improvement in critical reading of EFL students at the intermediate level through collaborative strategic reading. This experimental research participated by forty students majoring in English Literature at the University Mazandaran. A two-tailed independent sample test was applied to analyze the pre-test and post-test result of the experimental and control group to check if there was any significant difference between the students' performance regarding their critical reading ability. The finding showed that the intervention of CSR instruction had a positive effect toward experimental group; this study indicated that the experimental group outperformed the control group. In short, there was a significant difference between the experimental group and the control group.

Taking everything into consideration, it nearly said that many studies examined reading strategies to improve reading comprehension. I found interesting to investigate a similar topic to develop knowledge and information but the source of data was different. This research was conducted to find out the effectiveness of collaborative strategic reading on students' reading comprehension in teaching reading hortatory text on the eleventh graders of State Senior High School 1 Kejobong.

## **2.2 Review of the Theoretical Study**

This subchapter consists of theories, definition, and opinion from some experts related to this research. It is divided into the definition of reading, the purposes of reading, the reading process, the types of reading, reading skills, reading strategies, teaching reading, and collaborative strategic reading.

### ***2.2.1 Definition of Reading***

Reading is about understanding written texts. Learning to read is an important educational goal. Students who learn English as a second language will get knowledge and information by reading. In addition, through reading students will also enrich their vocabulary, know the structure of the text or grammar, and improve their writing skill.

Many experts define reading in several ways. It will give us more explanations from different point of views. Here are several definitions of reading by some experts. Hughes (2007, paragraph 1) defines reading as follow, “Reading is a complex interaction between the text, the reader, and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language, and the reader’s language community which is culturally and socially situated.”

Nuttal (2000) and Ruddle (2005) have a similar point of view about reading that supports Hughes definition about reading. Nuttal says that reading means a result of interaction between the writer’s mind and the reader’s mind (p. 11). Ruddle says that reading is an interaction between the writer and the reader

by using texts which expands the reader's knowledge to make sense of print. Both Nuttal and Ruddle emphasize the interaction between reader's and writer's mind.

Then, Harmer (2003) states that reading is the way in which people extract meaning from the discourse they see. Harvey and Goudvis (2005) define that reading is a two-pronged approach: it involves cracking the alphabetic code to determine the words and thinking about the meaning of the words (p. 3). Cline et al. (2006) has two definitions about reading. First, they state that reading is decoding and understanding written text. In their second definition define that reading is the process of deriving meaning from the text.

In addition, Logan (1997) points out that reading is a very sophisticated structure and includes many skills that require simultaneous coordination to successfully complete many reading tasks. Moreover, He also states that reading is the most important academic language skill for second language students which can lead to their professional, social, and personal development. Although this skill is a complex and dynamic phenomenon, it is often considered as an important source of language input which involves a special interaction between the reader, the author, and text.

Swaffar (2010) explains that there are three ideas as the most critical for understanding what "learning to read" means: (a) Reading is a process undertaken to reduce uncertainty about meanings a text conveys. (b) The process results from the negotiation of meaning between the text and its reader. (c) The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning.

In my opinion, reading is an activity to understand the written text for gaining information and knowledge from the writer's mind. When the readers catch the writer's intentions by comprehending the text, we may say that our reading is successful. To say the least, the more we read, we will get more input from comprehending our reading text. After that, we can process the information and knowledge we have got to clarify our prior knowledge.

#### *2.2.1.1 The Purposes of Reading*

Many students sometimes do not know why they are being asked to read the text. They will only read the text without realizing what the purpose of their reading is. As a result, they will be slow in the process of retaining what they read.

According to Koda (2005) reading is purposeful and requires active involvement on behalf of the readers when interacting with written text, as readers have specific goals to achieve when reading text, for instance, reading an office memo to confirm the meeting time, a manual to find out how to use an electrical appliance, a newspaper to keep up the latest news or a biology textbook to prepare for examination. In short, identifying the purpose of our reading or understanding the purpose of our reading is important so we know we are looking for in the text we read. The following are the purposes of reading mentioned by some experts.

Murcia (2001) mentions that there are some multiple purposes of reading that are applied in the academic curriculum: to search for information, for general comprehension, to learn new information, to synthesize and evaluate information (p. 187).

Then, Wallace (1992) describes that reading has three main objectives, they are: (a) reading for survival which is identical to reading for factual information, (b) reading for learning which is similar to reading for intellectual purposes, (c) reading for pleasure which is the same as reading for emotional gratification.

Based on Grabe and Stoller (2002), the purposes of reading can be classified into seven main heading.

1. Reading for research for simple information

In reading to search, we typically scan the text for a specific word, a specific piece of information, or a few representative phrases.

2. Reading to skim quickly

Reading to skim involves in essence, a combination of strategies for guessing where important information might be located in the text and then using basic reading comprehension skill on those segments of the text until a general idea is formed.

3. Reading to learn from the text.

Reading to learn from the text occurs in the academic and professional context in which a person needs to learn a considerable amount of information from text. It requires abilities to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text; to recognize and build rhetorical frames that organize the information the text; to link the text to the reader's knowledge base.



4. Reading to integrate information

Reading to integrate information requires the additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write (or search for information needed for writing)

Reading to write may be task variant of reading integrates information. The purpose of reading to write usually represents the common academic task that calls upon the reading abilities needed to integrate information. This integrated information is used to write.

6. Reading to critique texts

Reading to critique text has a similar purpose with reading to write require abilities to select information and critical evaluation of information being read.

7. Reading for general comprehension.

Reading for general purposes requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordinating of many processes very limited time constraints.

In addition, in Module Understanding purposes of reading and the reading process developed by The University of Texas at El Paso, there are three primary purposes for reading, and they are identified by different motivation, activities, and strategies. (1) Reading for pleasure: text based on interests, multiple and easy

connections to prior knowledge, satisfies intellectual stimulation and/or emotional pleasure. (2) Reading for literal understanding: answer basic who, what, when, where questions; establishes vocabulary and basic concept in the subject. (3) Reading for analysis, interpretation, and application: engages critical thinking skills through questioning and reflection, considers stated and implied ideas, speculated on how concepts can be applied to new situations.

Donald Hall (1983) mentioned the purpose of reading into 4, they are

a. Reading for information

In this purpose, the reader is reading to learn about trade, or politics, or how to accomplish something. With most of this sort of materials, the reader can learn how to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or jump quickly across the page.

b. Reading for ideas

It requires intellectual reading, which is slow because the reader must pause to evaluate concepts.

c. Reading to escape

This reading is automated daydream. The reader is in control when the character in the books they read reaches into their feeling. He/she is able to stop reading or glance away or superimpose his/her daydreams.

d. Reading to engage

This type of reading happens when we try to engage with the work of literature. The aims of this reading are to find the emotional center, note literary conventions, repetition, and related ideas.

In general, it can be inferred that the purposes of reading are to acquire knowledge, to get pleasure or entertainment. In addition, it is important to state the purpose of reading before reading the text so we will know the effective ways to understand the reading based on the purpose of the reading.

*2.2.1.2 The Reading Process*

Before understanding the meaning of the whole text, students need dealing with the process they should do. Some experts have been classified as the process of reading into different stages.

Tompkins (2006) classifies the process of reading into 5 stages, they are Pre-reading, Reading, Responding, Exploring and Applying. “(a) Pre-reading is to build connections and make the text more comprehensible. It also uses strategies to set purposes, connect to past personal experiences, connect to prior literary experiences, connect to thematic units or special Interests, make predictions, preview the text, and consult the index to locate information. (b) Reading is to encourage student-initiated reading. It uses strategies to make predictions, apply skills and strategies, read independently; with a partner, using shared reading or guided reading; or listen to the text read aloud, read the illustrations, charts, and diagrams, read the entire text from beginning to end, read one or more section of text to learn specific information, and take notes. (c) Responding is aimed to

encourage self-regulatory actions that can be used to facilitate comprehension. The strategies used are written in a reading log and participate in a grand conversation or instructional conversation. (d) Exploring is to personalize learning and deepen understanding. It is used strategies to help students to reread and think more deeply about the text, make connections with personal experiences, make connections with other literary experiences, examine the author's craft, identify memorable quotes, learn new vocabulary words, participate in lessons on reading procedures, concepts, strategies, and skills. (e) Applying is aimed to help students integrate learning into their own schema. It uses strategies to help a student to construct projects, use information in thematic units, connect with related books, reflect on their interpretation, and value the reading experience.”

Swaffar (2010) also divided the process of reading into pre-reading to initial reading. “(a) Pre-Reading, its activities cover a range of possibilities, all directed at helping learner engage in a process of discovery and to feel authorized to engage with the form and content of the text. The two pre-reading activities are very commonly used: brainstorming and skimming. Pre-reading activities help students to activate their horizon of expectation (background of knowledge, syntactic and semantic resources, cognitive strategies), take charge of own learning and become willing to tolerate ambiguity. (b) Initial Reading, after pre-reading students, needs to be led through their initial reading of the text. Where the pre-reading stressed who, what, when and where of the text, initial reading adds details. It should also ask the learner to apply the text's genre to help structure their reading process. In the discussion followed by initial reading,

teachers should help learners weigh the textual details they have identified. When they compare their work with their classmates, for examples, the teacher can ask students to discuss and justify their choices, at this stage, learner begins to move toward the how and why of the text or synthesizing concept or engaging in problem-solving.”

According to (Understanding Purposes of Reading and the Reading Process Module, n.d) developed by The University of Texas at El Paso, the process of reading are divided into three stages as follows:

- a. The pre-reading stage is what readers do before they read to create expectations, focus, and a plan for the best approach to the reading. The goals of the pre-reading stage: to activate prior knowledge as a framework for understanding, to stimulate interests in the topic, to identify the purposes and goals for the reading, to provide language preparation for the text
- b. Active Reading is what readers do while they are reading to stay focused and comprehend the material. The goals are: to build knowledge within the context for reading, to self-monitor comprehension and correct as needed, and to make the material more memorable for recall and application
- c. Post-Reading is what readers do after they have finished the text to enhance understanding and enable long-term retention. The following are the goals of post-reading stages, they are to fill in the blank by checking knowledge, finding the answer, and taking additional notes, to integrate

lecture notes with book notes to form complete study guides, and to increase vocabulary

### *2.2.1.3 Types of Reading*

There are many types of reading and each type has rules and purposes for the reader. It will also describe with whom and how we read. These will help students knowing what to look for within the text. Excerpt from Language Arts Essential by Tompkins (2006), there is some types of reading.

#### 1) Independent reading

In independent reading, students read independently or silently by themselves. They tend to read alone in order to comprehend what they are reading.

#### 2) Reading Aloud to Students

This type of reading is appropriate for student's interest level but too difficult to read by them self.

#### 3) Guided Reading

Teachers scaffold students' reading to teach reading strategies. Guide reading is conducted with small groups of students who read at the same level.

#### 4) Shared Reading

In shared reading, "students follow along as the teacher reads a selection aloud" (Fisher & Medvic, 2000, as cited in Tompkins 2006). The primary-grade teacher often uses big book-enlarged versions of selection-for share reading.

According to Harmer (2007a), there are two kinds of reading. They are (a) extensive reading, and (b) intensive reading.

a. Extensive Reading

Extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web page, newspapers, magazine, or any other references material. The purpose of extensive reading should possibly involve reading for pleasure.

b. Intensive Reading

Intensive reading, on the other hand, refers to the detail focus on the construction of reading texts which take place usually (but not always) in the classroom. The teacher may ask students to look at an extract from magazines, poems, Internet websites, novels, newspapers, plays, and a wide range of other text genres. The exact choice of genres and topic may be determined by specific purposes that students are studying for. Intensive reading is usually accompanied by study activities. The students may be asked to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activity. The teacher will also encourage them to reflect on different reading skills.

In addition, Brown (2004) classified types of reading performance in the class, they are oral and silent reading.

a. Oral reading

Oral reading is suitable for the beginning and intermediate levels. It can (a) serve as an evaluative check on bottom-up processing skill, (b) double as pronunciation check, (c) and serve to add some extra students' participation.

b. Silent reading

This type of reading is divided into intensive and extensive reading. Intensive reading is classroom-oriented activity in which students focus on the linguistic or semantic detail of a passage. It calls students' attention to grammatical forms, discourse makers, and other surface structure details for purpose of understanding literal meaning, implication, rhetorical relationships and the like. Meanwhile, extensive reading is carried out to achieve a general understanding of the usually longer text (book, essay, articles, etc). Pleasure reading somehow is often extensive. Extensive reading has discussed a chapter by stimulating students for enjoying their reading, no need to retain all concept names, or other detail of the reading. Students will also gain an appreciation for cognitive and effective window of reading. Extensive readings can sometimes help learners get away from their tendency to overanalyze or look up words they don't know and read for understanding.



#### *2.2.1.4 Reading Skills*

Reading is one of the most important activities in any course of study. For example in English, reading help student to enrich their vocabularies, understand the structure of the text, improve writing, and many others. In addition, Students usually read in order to get information or to think in English. The problem is not all students know what they read. To help them comprehending their reading, they have to use some skills and strategies.

Reading involves a variety of skills. Every skill will increase the reading ability for each purpose. Here are some lists of reading skills that are commonly used to comprehend our reading.

- a. Skimming, according to Brown (2001) skimming consist of quickly running one's eyes across a whole text (such as essay, article, or chapter) for its gist. It gives the reader the advantages of being able to predict the purpose of passage, the main topic, or message, and possibly some of the developing or supporting ideas.
- b. Scanning, Brown (2001), scanning is quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of the concept, or to list a certain number of supporting details. Scanning has a purpose to extract specific information without reading through the whole text.
- c. Focused reading, focused reading is divided into two sub-skills, extensive and intensive reading. Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure,

as well as business books. Intensive reading is used on shorter text in order to extract specific information including very close accurate reading for details.

- d. Making prediction is thinking about what the story, passage, or book will be about.
- e. Summarizing tells the most important story mostly about.

#### *2.2.1.5 Reading Strategies*

There are a lot of reading strategies that have been examined by many researchers. However, to decide which strategies are most significant for reading is difficult. Struggling readers need effective strategies to become a better reader.

Cunningham and Allington (1994) mention some important strategies that readers need to use when reading. The strategies are: calling up relevant background knowledge; predicting what will be learned and what will happen; making mental pictures; self-monitoring and self-correction; using fix-up strategies such as re-reading; or asking for help; determining the most important ideas and event and seeing how they are related; drawing conclusion and making inferences; deciding “what you think”; comparing and contrasting what you read and what you already know; figuring out unknown word; summarizing what has been read.

Moreover, McEwan (2007) provides instructional aids about seven strategies of highly effective readers (a) activating, “Priming the cognitive pump” in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from the text, (b) inferring,

bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text, (c) monitoring-clarifying, thinking about how and what one is reading, both during reading and after the act of reading, for purpose of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups, (d) questioning, engaging in learning English dialogues with text, peers, and teachers through self-questioning, question, generation, and question answering, (e) searching-selecting, searching variety of sources in order to select appropriate information to answer question, define words and terms, clarify misunderstanding, solve problems, or gather information, (e) summarizing, restating the meaning of text in one's own words-different words from those used in the original text, (f) visualizing-organizing, constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.

### ***2.2.2 Reading Comprehension***

The RAND Reading Study Group (2002, p11), states that “comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. The other definition is stated by (Pardo, 2004). He states that comprehension is a process in which readers construct meaning from text, in order to construct meaning; the readers are interacting with the text through the combination of their prior knowledge and previous experience, information in the text, and the stance of how readers connect with the text.

Moreover, Johnson (2008, p. 110) explains that reading comprehension is the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another; it depends on the purpose of their reading. By understanding the concept of reading, readers can develop their own strategies to enhance their reading ability. It will automatically help the readers to achieve their goals in comprehending the reading text.

Snow (2002, p. 11) views reading comprehension is a meaning getting process so that it needs an understanding. The readers use the words extracted and constructed to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. From that point, it is clear that a reader gets the information through interaction and involvement with the written language.

Serravallo (2010, p. 43) states that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning of a text. Furthermore, Armbruster (2000, p. 41) also defines that comprehension is the reason for reading. He also says that if readers can read the words but do not understand what they are reading, they are not really reading.

Westwood (2008, p. 42) has detail definition about reading comprehension. The other definition is stated by him that reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential and critical. The most basic level is literal where the reader is able to understand the factual information presented in a

passage of text. The next level is the inferential level. At this level the reader is able to go beyond the words on the page and infer other details, for example, to realize that the main character is angry from what he says and what he does. Then, the next level is the more demanding level (critical reading), the reader is able to appraise what he or she is reading, for example, detecting good writing style from the author, recognizing when some statements in the text are biased or incorrect, appreciating the writer's viewpoint, comparing and contrasting information with other facts they have read elsewhere, and reflecting upon the importance or otherwise of the opinions presented.

In addition, according to Kruidenier (2002, p. 77), comprehension is an active process and the reader must interact and be engaged with the text for it to work well. Kruidenier also states that as comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. In other words, yet, reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

Klingner et al. (2007, p. 2) defines reading comprehension as the process of constructing meaning by coordinating a number of complex processes that include world reading, world, and world knowledge, and fluency. Hesharn (2005, p. 143) divides reading comprehension into 2 skills; they are a combination of identification and interpretation skill in constructing meaning of the text.

From the previous explanations by some experts, it can be inferred that reading comprehension is the process of understanding the whole meaning of what is described from the text rather than the meaning word by word. In order to get meaning from the text, the reader has to combine their prior knowledge, previous experience and information from the text.

#### *2.2.2.1 Level of Comprehension*

As explained before, reading comprehension is the process of understanding the whole meaning of what is describe rather meaning word by word. To become a proficient reader, the student should develop their skills in reading. There are three levels of comprehension skills, based on Literal, Inferential, and Critical Comprehensive Reading by Hutura (2012).

##### 1. Literal comprehension

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading materials. Some of the information in literal comprehension is in the form of recognizing and recalling the facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The followings are some questions and activities including literal comprehension.

- a. What words state the main idea of the story?
- b. How does the author summarize what she/he is saying?
- c. Outlining the first paragraph of the story.
- d. What happened first, second, and last?

## 2. Inferential Comprehension

Inferential meaning involves determining what the text means. It is started the stated information. It is also determining the relationship between events in the text to draw a conclusion not explicitly stated in the text. Types of information that could be identified as inferential meaning include generalizations, cause and effect relationships, future prediction, and unstated idea. Inferential comprehension could also involve interpreting figurative language, draw a conclusion, predict outcomes the mood, and judge the author's point of view. The following questions are usually asked: what does the author value? what is the theme? what effect does this character/event have on the story? how do you think this story will end?

## 3. Critical Comprehension

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, and generalizations. The following question will have various answers based on everyone's experiences: could this possibly happen? Is this argument logical? What alternatives are there? Is this a fact or an opinion? Do you agree or disagree with the author? What is the best solution to this problem?

### ***2.2.3 Teaching Reading***

Reading is an important skill to be taught. The more we read we will get various advantages at the same time. For examples, reading helps us mastering language; our writing skill will increase, enrich vocabularies, and also acquire knowledge. The role of the teacher as the instructor dealing with students' comprehension is really important. The teacher method which is used in teaching reading may cause a good or bad impact on students. Effective language instructors should show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and read purposes. They help students develop a set of reading strategies and match appropriate strategies for each reading situation. The following are several ways when and how to use reading strategies which Instructors can do to help students learn.

1. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming, scanning, and paraphrasing. These activities show students how the strategies work and how much they can know about a text before they begin to read word by word.
2. By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities shows their importance and value.
3. By using cloze (fill in the blank) exercises to review vocabulary items. This activity helps students learn to guess the meaning from context.
4. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about



what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language. Brown (2001) guides language teachers by some principle to design interactive reading techniques

1. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills
2. Use techniques that are intrinsically motivating
3. Balance authenticity and readability in choosing texts
4. Encourage the development of reading strategies
5. Include both bottom-up and top-down techniques
6. Follow the "SQ3R" sequence
7. Subdivide your techniques into pre-reading, during- reading, and after reading phases
8. Build in some evaluative aspect to your techniques

Next, Harmer (2007b, p. 110) explains to language teachers of how to handle reading class by following principles; a) read as often and as much as possible, b) students need to be engaged while they are reading, c) students should be encouraged to respond to the content of a text (and explore their feeling about it), not just concentrate on its construction, d) prediction is a major factor in reading, e) match the task to the topic when using intensive reading texts, and

sixth, good teacher exploit reading texts to the full and language teacher could help students well.

Some techniques and principles enlist before a show that teacher and students have important roles to achieve the purpose of reading. Students should not only read but also should understand the whole meaning of the text and the teacher helps students by guiding them with effective strategies and good materials.

#### ***2.2.4 Collaborative Strategic Reading***

Collaborative Strategic Reading (CSR) is reading strategies that involve two or more students with varied abilities in order to comprehend the text. Klingner and Vaughn (1996) elaborate that “CSR is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with the informational text”. They designed CSR by adapting from reciprocal teaching, an instructional activity that involves a dialogue between teacher and students (Palincsar, 1986 as cited in Kliner and Vaughn, 1996) and strategies such as cooperative learning, brainstorming, and student review of what has been learned from reading.

CSR is aimed to improve reading and increase conceptual learning in ways that maximize students’ involvement. This strategy involves a mix of whole class instruction (instruction that entails presenting curricula to an entire class at once) and small cooperative learning groups so that a teacher can work with a whole class at the same time. Students will understand the materials and learning process comprehensively because they get into it. Since all of the processes of CSR

integrating student's involvement and learning strategies, this strategy has been examined by some expert to be one of an effective strategy.

#### *2.2.4.1 The Implementation of CSR*

The implementation of CSR can be divided in two phases: (A) teaching the strategies, and (B) cooperative learning group roles.

##### A. Teaching the strategies

In teaching strategies, there are four strategies that students learnt as a part of CSR. They are preview, click and clunk, get the gist, and wrap up.

###### (a) Preview

Preview is before reading activity. Students are asked to preview the whole passage before they read each section. The preview consists of two activities; they are brainstorming and making predictions. The goals of the preview are to motivate students' interest in what they are reading, to activate background knowledge, and to assist the students in generating a prediction about the text to be read. Students are usually provided a brief period of time about 2-3 minutes to learn as much about the passage as they can or to preview while they are looking for information from the passage to formulate the predictions or hypotheses.

###### (b) Click and Clunk

Click and clunk is a during a reading activity that teaches students to monitor their understanding during reading and to use fix-up strategies when they realize their failure to understand the text. "Click" refers to the text that is understood by the readers and "Clunk" refers to the text that fail

to be understood by the readers. The goal of click and clunk strategies are (a) activating students' self-monitoring, (b) teaching students to identify when they know more about something they are reading, (c) providing students with practice in identifying keywords and principles that they do not understand, (d) teaching students to grapple with the text and to consider it an opportunity to understand what the author is communicating, what they know and can contribute, and what else they need to know.

(c) Get the gist

Get the gist is a strategy to teach students how to determine or identify main ideas and it's during reading activity. The goal of getting the gist is to teach students to compose the main idea conveying the most important point in paragraph or short segment of the text as the way of making sure they have understood what they have read. Students usually restate in their own words the most important point in the text. This strategy helps students to improve their understanding and memory of what they have learned.

(d) Wrap Up

Wrap up has a function to teach students to generate questions and to review important ideas in the text they have read. The goal is to improve student's knowledge, understanding, and memory of what was reading. There are two activities in wrap up strategy: (a) generating questions and (b) reviewing. The role of students here pretending to be a teacher and thinking of the question they would ask on a test. The following are some

question starters suggested by teachers: who, what, when, where, why, and how. The teacher should encourage students to ask questions that involve higher-level thinking skills rather than literal recall. In the end, the teacher asks students to write down the most important ideas from the day's reading assignment.

#### B. Cooperative Learning Group Roles

Cooperative learning involves students working together in a small group to accomplish shared goals (Gillies, R, 2007). In this phase, Students will perform roles while using CSR in their peer-led cooperative learning groups. They will take turn and experience a variety of roles. With fewer students in the group, students can perform more than one role at a time. Some possible roles include the following:

- a. Leader, the student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. If necessary, the leader may ask the teacher for assistance.
- b. Clunk expert, the student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.
- c. Announcer, student 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.
- d. Encourager, this student watches the group and gives feedback, looking for behavior to praise. The student gives all group members confidence to participate in the discussion and assist one another. The encourager should

evaluate how well the group has worked together and gives suggestions for improvement.

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

#### *2.2.4.2 Preparing the class*

From the explanation above, CSR is a strategy that involves whole class instruction and dialogue between teacher and students. Each member of the group has their own roles. Before adjusting their rules, the teacher should determine group size. It is more efficient when a teacher assigns a student to the group rather than allowing them to select their own group or partner.

Based on the CSR module from The IRIS center, the followings are one of the methods of grouping.

Step 1: rank students by achievement level (e.g., test grades, homework grades).

Step 2: place an asterisk next to the name of those who can lead a group (this is for initial grouping only, everyone will have the opportunity to perform every role).

Step 3: for a group of four, select the top, bottom, and middle students from the list (this method can be altered for groups containing more or fewer students).

Step 4: continue the same method until all students have been assigned.

Step 5: review the composition of each group , making change if necessary (if this group does not have a leader, as donated asterisk, look at the roster to see whether there is a leader from one the other groups who can replace one of the existing group members or select the most likely leader of the existing the group).

After grouping, the next step is assigning roles to each member of the group (leader, clunk expert, announcer, encourager, reporter, and time keeper). Then, teacher's roles are really important. The teacher should master group roles independently before students use them in cooperative groups. In addition, there are some other rules, they are (a) after teachers have taught the strategies and procedure, the teacher should circulate among the groups and provide on-going assistance, (b) help students by actively listening students' conversation and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude, and (c) it is expected that students will need assistance in learning to work in cooperative groups, implementing the strategies and mastering academic content.

Both students and teacher have important roles to achieve the goal of their study. It will be getting along in success if the cooperate each other.

#### *2.2.4.3 Materials for CSR*

Learning materials are really important in teaching and learning process. It helps teacher and students focus and stay on task based on the instruction. It also can support teacher to give instructions and make students acquire knowledge and achievement by experimenting with many kinds of learning media. The following

are some materials that may be helpful as a teacher assists students to use CSR and cooperative learning techniques.

### 1. Reading Materials

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

### 2. Clunk cards

Clunk cards are used by clunk expert. The four clunk cards should contain one fix-up strategy. Fix-up strategies that include 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. Clunk card will be attached in appendices.

### 3. Cue cards

Cue cards describe the procedures to be followed in a cooperative learning group. They remind students to focus on 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. Cue card will be attached in appendices.

4. Learning log.

Learning log helps students to stay on the track of CSR's steps. CSR learning log serves two functions: (a) written documentation of learning, assuring the individual accountability that facilitates cooperative learning, and (b) study guides for students. Learning log will be attached in appendices.

5. Timer (optional).

Timers can help groups to remain on task. The teacher can set one time for all the groups and direct to carry out each of the strategies for a set period.

#### *2.2.4.4 The process of CSR*

According to IRISCENTER (2018), there are four stages to apply CSR strategies and cooperative learning. It is described as follows.

##### Stage 1: Discussing

The teacher introduces the steps of strategies and highlights the strategies' advantages and benefits. The teacher should explicitly explain what strategy is for, how it is used, and what condition it is useful.

##### Stage 2: Modeling

The teacher makes a representation of each reading strategy and each group role, and explains their integrated use to the class as a whole. One effective method of modeling is for the teacher to apply the strategies to passage while thinking aloud for the class.

### Stage 3: Guide Practice

Following the modeling phase, the teacher creates opportunities for students to practice the strategies and roles. In this stage, during this practice time, the teacher guides students through the steps.

### Stage 4: Independent Practice

Once students have achieved some familiarity with each strategy, they are reading to practice them independently. The same is true of the roles. Then, the teacher will monitor students' practice and offer corrective feedback.

#### *2.2.4.5 The advantages of CSR*

The following are the advantages of collaborative strategic reading:

1. CSR provides academically diverse students not only with the opportunity to act as both teacher and students but also with the invaluable opportunity to observe academic tools and strategies used by their more counterparts.
2. Another advantage of incorporating collaborative activity into classroom instruction is found in the motivational aspect of providing students with a chance to work together on the type of social context they most enjoy.
3. CSR is designed to bring multiple strategies together in a coherent way, helping students to develop solid habits in reading and learning.
4. CSR requires little other than reading materials and is intended to balance with other instruction methods, such as lecture and hands-on learning project.

#### *2.2.4.6 The Application of CSR*

CSR is a strategy that involves students and teacher's cooperation. Every student should understand their roles and teachers should guide the student on the right track. The following is the application of CSR in reading comprehension hortatory text.

- a. Teachers clearly explain the steps of CSR.
- b. Teachers describe the importance of students and teacher's roles in this strategy.
- c. Teachers should determine students' group consisting of advance to lower student's ability so that they can help each other.
- d. Students choose their roles (leader, announcer, gist expert, clunk expert).
- e. Teacher distributes the text and learning log for each student.
- f. Teacher's role as a timer is guiding students so the learning activity is on the right track and time.
- g. Every student takes turn reading the text in their group.
- h. The leader of the group will guide their member to keep on their activity and to be the bridge between his/her group and teacher.
- i. After everything is ready the first step of CSR is Preview. Students would be scanning and brainstorming the text. They will also predict the topic of the text.
- j. The leader will order the member to fill the learning log based on their answer.

- k. After previewing, students take a turn reading each paragraph for comprehending it. Click stands for a sentence that can be understood. Clunk is for confusing words or sentences. Clunk expert will help their member to figure it out using clunk card. This step is called Click and Clunk.
- l. Next is Get the Gist. In this part, students should identify the main idea of each paragraph. Gist expert will help students to find out the gist.
- m. Then, Wrap Up. Students will make some question using 5W+1H and conclusion of the text. Students will discuss their questions together in their group.
- n. Every activity should be written on a learning log.
- o. After group activity, the teacher will guide students to do a whole class activity.
- p. Every group will be presenting their work and teacher will discuss misconception.
- q. The last activity they will make the conclusion together.

### ***2.2.5 Hortatory exposition text***

Hortatory is a text which represents the attempt of the writer to have the addressee do something or act in a certain way. In another word, a hortatory text is a text which persuades the reader that something should or should not be the case or be done (UKessays, 2018)

### *2.2.5.1 Generic Structure of Hortatory Exposition Text*

The generic structure of the hortatory text is divided into three parts; they are a general statement, arguments, recommendation.

- a. Thesis/ General Statement: This section of the text states the author's position on the issue to be argued and previews the argument that will follow. It is known as text preview.
- b. Arguments: This section states the argument to be presented. An argument is comprised of a series of point and elaborations. Each paragraph usually contains a sentence which previews the remainder paragraph. Sometimes there is a sentence which has the function of previewing a section of text which may include a number of paragraphs. Each argument consists of point and elaboration, in the elaboration supported by evidence.
- c. Recommendation

The final statement contains the recommendation by the author.

### *2.2.5.2 Language Features*

The language features in hortatory text are

1. Focusing on the writer
2. Using abstract noun: policy, advantage, etc
3. Using action verbs
4. Using thinking verbs
5. Using modal
6. Using adverb: certainly, surely, etc
7. Using temporal connectives/transition: first, second, etc

8. Using passive voice

9. Using simple present tense

#### *2.2.5.3 Example of hortatory text*

### **HORTATORY TEXT 1**

#### **Why Should Wear a Helmet when Motorcycling?**

We often hear lots of stories from the road regarding people taking a spill on a motorcycle when they are riding without using a helmet. Mostly the riders badly end up in a mess.

Wearing a fitted protective helmet offers many benefits which reduce the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for a rider to express the image they may want to project when riding on their way. This benefit may not be to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can be projecting an image is an inherent crucial part of motorcycling and helps riders feel more confident when riding on the road.

To say the least, the most important thing when riding is a matter of using helmet properly. Bikers should use the helmets which are fixed to their head. It is

really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfortable.

## **HORTATORY TEXT 2**

When is a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and four years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should decrease from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey, some people suggested that the age of being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in

a modern society, especially one that needs people to be responsible for their actions.

### **2.3 Theoretical Framework**

To get better overview, I present theoretical framework scheme (figure 2.1) and brief explanation as follow.

Reading is an activity to understand the written text for gaining information and knowledge from the writer's mind. To teach reading, students and teachers' roles are important. Effective and strategic methods help them in teaching learning process. *Collaborative Strategic Reading* is strategy which was examined in this study. It involves two or more students and various strategies in order to comprehend the text. This strategy was also investigated in order to know its effectiveness to teach students' reading comprehension in teaching hortatory text.



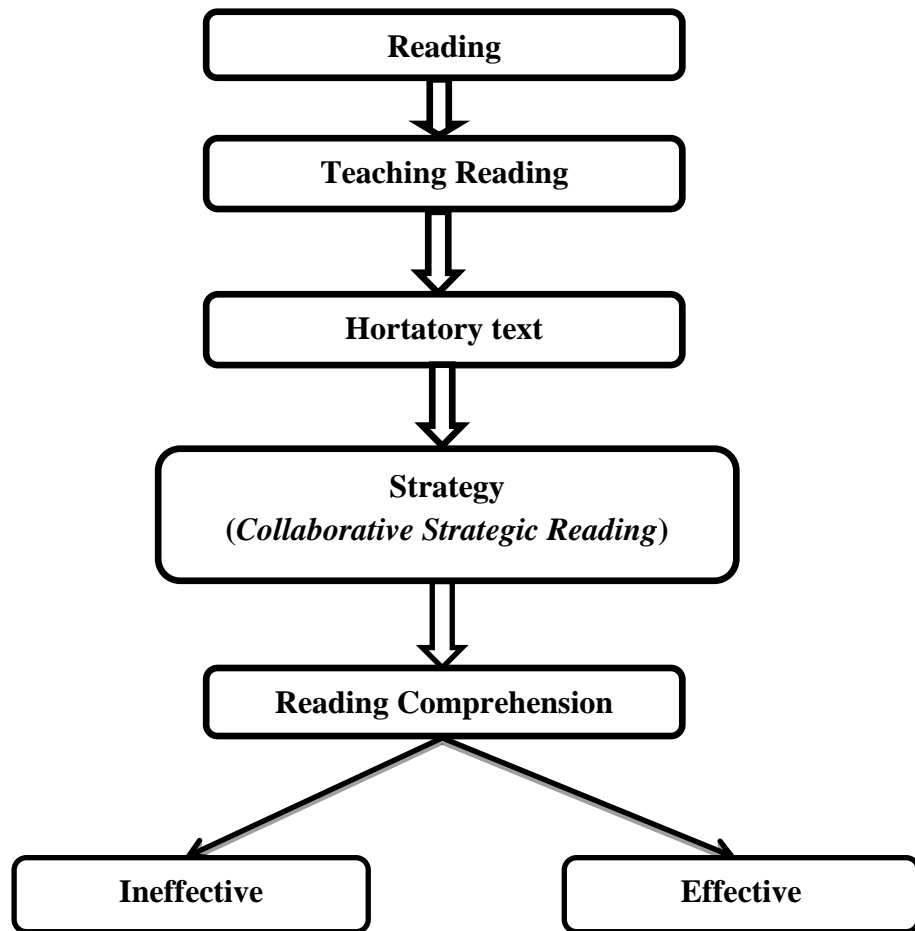


Figure 2.1 Theoretical framework of the study

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This final chapter presents conclusion coming from the finding data and the whole discussions in the previous chapter of the study. This chapter also gives some suggestions for the students, the English teacher and the next researchers.

#### 5.1 Conclusion

The result of teaching reading the hortatory text by using collaborative strategic reading showed that students' achievement in reading comprehension hortatory text improved. This conclusion was obtained based on the data findings. Before getting the treatment, the total score of the experimental group was 1268. Meanwhile, after the students were taught using collaborative strategic reading, the experimental group achieved 1510. I conclude that there is a significant difference in the achievement of students who were taught using collaborative strategic reading.

Furthermore, based on the data analysis, I concluded that collaborative strategic reading is more effective than lecturing method. It could be seen that the result of treatment in terms of posttest showed that the total score of the experimental group (1510) was higher than the control group (1148). Then, the t-test calculation found that the  $t_{\text{value}}$  is higher than  $t_{\text{table}}$  ( $3.720 > 2.01$ ). It means that there is a significant difference in reading comprehension of the hortatory text of the experimental group who was taught using collaborative strategic reading and the control group who was taught using lecturing method. On top of those, the mean scores difference between pre-test and posttest of the experimental group

(9.68) was higher than the control group (4.96). Taking everything into consideration, collaborative strategic reading (CSR) is more effective on students' reading comprehension than lecturing method in teaching reading the hortatory text.

## **5.2 Suggestion**

Concerning the result of the study, I offer some suggestions for the students, the English teachers, and the next researchers. The suggestions are as follows:

- (1) For the students, to understand the whole meaning of English text is difficult. The students tend to be lazy to comprehend their reading. I suggest the students develop a solid habit in reading and learning. The habit of reading and learning will bring students curious the whole meaning of the text. To figure out the whole meaning of the text use multiple strategies such as CSR to improve reading comprehension. The students are also supposed to practice a lot so their reading comprehension will improve. In addition, it is better if students also practice the exercises to examine their reading comprehension. I also suggest the students do the reading activity with their friends, if they face difficulties, they can help each other by looking for references from dictionaries, books or the internet.
- (2) For the English teacher, I suggest the English teachers be creative in choosing strategy and technique in teaching reading especially hortatory text. Students want their learning process is fun so teachers should avoid monotonous learning process which causes students' boredom and become

lazy to comprehend their reading. Relating to this study, I recommend collaborative strategic reading (CSR) to be used since it is effective to improve reading comprehension in teaching reading the hortatory text. In addition, CSR can be applied to teach other texts such as narrative, report, expository, etc.

- (3) For the next researchers, I expect that this study can be used as one of reference, model, or comparison for further study. I suggest the next researchers who are interested in developing similar topic applying another effective way or combine CRS with a new strategy. I expect that this study can be developed and improved. In addition, to minimize the obstacles that may have happened during the research, I suggest that the next researcher should make sure that the students' understanding the strategy, manage effective and efficient time during treatment in the application of the strategy, and give additional time for treatment since the CSR has multiple strategies.

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