II. FRAME OF THEORIES

This chapter discusses frame of theories that deals with several points. i.e., review of the previous research, concept of reading, concept of teaching reading, concept of Collaborative Strategic Reading, procedure of teaching reading through Collaborative Strategic Reading, concept of Self-Questioning Strategy, procedure of teaching reading through Self-Questioning Strategy, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

There had been several studies proving that collaborative strategic reading is an effective strategy for reading comprehension. Klingner & Vaughn (1999) conducted a series of studies to determine the effectiveness of collaborative strategic reading. In their experiment, the improvements were reflected in the regular classroom as the experimental students' percentile rankings and also yielded positive outcomes for average and high average achieving students.

Another research relating to collaborative strategic reading was done by Nisa (2009). The aim of her study was to find out the students' reading comprehension achievement after learning reading using collaborative strategic reading. One class of second year students of SMPN 1 Punggur was chosen as the sample. Three times treatment using collaborative strategic reading was given to the chosen class in three meetings and 80 minutes in each meeting by the researcher. Pretest and posttest were

employed to obtain the data. Based on the calculation of the t-test, the result shows that there is a significant increase on students' reading comprehension achievement after learning reading using collaborative strategic reading (p<.05, p=.000).

Meanwhile, There also had been several studies proving that self-questioning strategy can improve students reading comprehension. One of it had been done by Fetrisia (2011) at MA Ma'Arif 4 Kalirejo, she made an experiment using self-questioning strategy to investigate whether it might increase students' reading comprehension. She found the students'mean scores within experimental class increased significantly. She convinces that self-questioning strategy carries benefits toward students' reading comprehension.

In conclusion based on the explanation above, the researcher would like to propose the research by comparing the two techniques that had been proven can increase students reading comprehension achievements. Moreover this research was intended to find out which one of the two techniques or strategy that is more effective and relevant to be applied in teaching reading at senior high school.

2.2 Concept of Reading

Reading is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

Meanwhile Nuttal (1985) defines reading as the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world. In this process, the reader tries to recreate the meaning intended by the writer.

In addition, Howart (2006) says that reading is just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages that sent by the writer.

Carver (1990) defines reading as a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning. Reading is also a means of language acquisition, of communication, and of sharing information.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

From all the theories, it can be concluded that reading is an active process of getting meaning or information from printed or written language transferred by the writer whereas reading comprehension is the level of passage or text understanding while reading. Comprehension occurs when readers are able to understand, remember, retell and discuss with others about what they have read.

2.3 Concept of Teaching Reading

The aim of teaching reading is to develop students' skills so that they can read English texts effectively. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques. These can be achieved when the students read and interact with various types of texts, i.e. functional and monologue texts.

In term of teaching reading Alyousef (2005: 143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teachers can ask students questions that arouse theirs interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, cloze exercises, cut-up sentences, and comprehension questions.

One aspect that becomes essential in students' reading is the reading technique. It has direct "link" in comprehension and strategy or technique. The writer assumes that reading comprehension is students' competence in comprehending the specific information, words and surface meaning in texts is described by students' score with an appropriate technique.

In short, in teaching reading the teacher should provide strategy to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). The researcher assumed that in teaching reading, appropriate and possible strategy should be applied based on the purpose of reading in order to get the comprehension. They use reading strategy to make their reading efficient and effective.

2.4 Concept of Collaborative Strategic Reading

Collaborative strategic reading (CSR) is a technique that isfirstly proposed by Klingner & Vaughn in 1999. They say that to help students to master the reading skill a teacher may use CSR in teaching reading because this method is considered effective to be implemented. This technique emphasizes in making the students have the skill to comprehend the text clearly and quickly. They can try to use some steps in this technique such as, preview, click and cluck, get the gist and wrap up. It means that to help the students in reading process, the teacher may offer this technique by following its steps.

CSR teaches students to work collaboratively and learn different viewpoints of reading content from fellow students. By working together students of different reading abilities are given the opportunity to contribute to their group. The students may also strengthen their self-esteem through participation of the discussions. It is important for students to learn from one another. Studies have shown that social development is directly correlated with academic progress. As students work together, they are offered the benefit of understanding a topic on a level more suited to their aptitude of understanding. Students are assigned roles in CSR lessons that they must fulfill together. Roles are an important aspect of CSR strategy because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Studies in CSR have shown that students that work together in collaborative groups are more successful in their reading comprehension. Students are also encouraged to promote a more positive classroom environment as regular education students and special education students socially interact with one another.

Although CSR is designed to be used with expository text, it can also be used with narrative text. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. CSR has also yielded positive outcomes for average and high average achieving students (Klingner, Vaughn, & Schumm, 1999. Theoretically, Collaborative Strategic Reading (CSR) itself can build the students' interest and motivation before students read the whole text.

2.5 Procedures of Teaching Reading through CSR

CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing. The implementation steps described below were developed through a series of studies (Klingner, 1998).

A. Phase 1: Teaching the Strategies

Students learn four strategies: preview, click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other two strategies, click and clunk and get the gist, are used multiple times while reading the text, after each paragraph.

a. Previewing

Preview is the first step. It means that before reading, students look through the whole text. When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: brainstorming what they know about the topic and predicting what they will learn about the topic. Just as in preview, students are provided minimal time to generate their ideas and their predictions

b. Clicking and Clunking

The second step is Click and Clunk. In this step, the students learn to monitor their understanding during reading. Clicks refer to portions of the text that make sense to the reader . In other word comprehension clicks into place as the reader proceeds smoothly through the text. Whereas clunk means when the comprehension breaks

down, for example when students find words or word parts that were hard to understand.

 A sequence of "fix-up strategies" was used to decode the "clunk." The strategies are:

- (a) re-reading the sentence for key ideas,
- (b) looking for context clues in the sentences before and after,
- (c) looking for prefixes or suffixes, and
- (d) breaking the word apart to find smaller words.

c. Getting the gist

The next step is Get the gist. In this step, students identify the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words. The most important point as a way of making sure they have understood what they have read. Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then the teacher asks students to tell what is most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

d. Wrapping up

The last step is Wrap up. After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned. The goals are to improve students' knowledge, understanding, and memory of what was read. Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: (a) generating questions, and (b) reviewing. A teacher initially teaches students to wrap up by telling students to pretend they are teachers and to

think of questions they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-lever thinking skills, rather than literal recall.

B. Phase 2: Cooperative Learning Group or Student Pairing

Once students have learned the four strategies (*preview, click and clunk, get the gist, and wrap up*) and have developed proficiency applying them in teacher-led activities, they are supposed to apply CSR in their peer-led cooperative learning groups. Some teachers find it easier to have students work in pairs, and that has also proven to be a successful practice. Procedures for using these strategies with groups are outlined below.

a. Setting the stage

First, the teacher assigns students to groups. Each group should include about four students of varying ability. Then, the teacher assigns roles to students. Roles should rotate on a regular basis so that students can experience a variety of roles. Possible roles include the following:

1. *Leader*: Tells the group what to read next and what strategy to use next.

2. *Clunk Expert*: Uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunk(s).

3. *Gist Expert*: Guides the group toward getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details.

4. *Announcer*: Calls on group members to read a passage or share an idea.

b. Process

The basic steps to apply CSR in a cooperative learning group are as follows:

1. Step 1: Whole class introduction. The teacher introduces the topic, teaches key vocabulary, and provides instructions.

2. Step 2: Cooperative group activity during preview, click and clunk, get the gist, and wrap up.

3. Step 3: Whole class wrap up strategy. A teacher discusses the day's reading passage, reviews clunks, answers questions, or shares some review ideas.

c. Role of the teacher

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

Based on the stages mentioned above, the researcher took the general procedure of teaching reading comprehension using CSR during her research. The researcher runs each treatment through the following steps:

1. Before reading

    a. Previewing

      1. Brainstorm: What do we already know about the topic?

      2. Predict: What do we think we will learn about the topic when we read?

2. During reading

    b. Clicking and Clunking

      1. Were there any parts that were hard to understand (clunk)?

      2. How can the clunk be fixed?

        Use fix-up strategies:

  a. Reread the sentence and look for key ideas to help you understand the word.

  b. Reread the sentence with the clunk and the sentence before and after the clunk. Look for clues.

  c. Look for prefix and suffix in the word.

  d. Break the word apart and look for smaller word.

 c. Getting the Gist

  1. What is the most important person, place, or thing?

  2. What is the most important idea about person, place, or thing?

3. After reading

 d. Wrapping Up

  1. Ask questions: What question would show we understand the most important information? What are the answers to these questions?

  2. Review: What did we learn?

2.6 Concept of Self-Questioning Strategy

Self-questioning is simply a process in which students ask and answer questions before, while and after reading. Strategically asking and answering questions before, while and after reading helps students with difficulties engage with text in ways that good readers do naturally, thus "improving their active processing of text and their comprehension" (National Reading Panel, 2003:51). Self-Questioning Strategy is also to help focus their own attention on selecting appropriate information and to monitor their own understanding. Good readers are actively involved in the reading process.

Self-questioning strategy focuses on knowledge acquisition and concept comprehension by learner generating questions. This strategy slows down the reading process, focuses students' attention on details in the text, and makes them aware of gaps in the story and/or breaches with their own expectation (Janssen, 2002). This strategy may promote students' personal engagement in reading. By generating questions, students actively and purposefully engage in the reading and comprehending the text. Some general questions that can be asked as an example of how self-questioning is used are: "*What do I already to know?*", this is a question that would be asked before the task begins, "*Do I understand what is going on this far?*", this is effective to ensure comprehension during the task, and finally, "*What new information did I learn?*", this can be asked after the task is complete.

Meanwhile, according to Lenz (2005), self questioning requires a reader to look for text clues that make them wonder, think about possible meanings, ask questions about the meanings, make predictions about the answers, read to find the answers, evaluate the answers and their predictions, and reconcile differences between their questions, their predictions about answers, and the information actually provided by the author in the text.

It seems that self-questioning as an active strategy to increase the readers' reading ability; the active processing theory posits that since readers have to interact with the text longer and more deeply, in order to formulate questions about it, they develop deeper understanding and longer retention of the text (Singer, 1978).

Considering the statement above, it can be inferred that self-questioning is more than just asking question. It is an active process of students learning to pay attention to

textual clues that they found in the text. Then the students use their background

knowledge to generate questions and make predictions based on the clues.

2.7 Procedures of Teaching Reading through Self-Questioning Strategy

the steps of teaching reading through self-questioning strategy are:

   a. Pre- Activity

   1. The procedure begins with the teacher motivates the students by asking them

      about anecdote text e.g. "*Do you know about narrative text?*", "*What do you*

      know about narrative text?", "*Have you ever read narrative text?*". It

      functions to activate their background knowledge of anecdote text.

   2. Before the teacher asks students to apply self-questioning strategy to a

      passage, the teacher explains to the students the purpose of learning this

      strategy. It is intended to introduce the students to self-questioning strategy

      applied in the treatment.

   3. The teacher describes the strategy and makes a list of steps on the board, the

      teacher gives the model of how the strategy is used in the text, and

      meanwhile the students see and sometimes participate in following the steps.

      The steps can be described as follows:

      a) The students must understand question "*what do you study this passage*

         for?" with self-reminder that he or she reads the passage in order to answer

         questions about its content.

      b) The students locate all specific information in the passage underlines or

         highlight them.

c) For each specific information that the students have highlighted, he or she generates a question. The students read through the passage again to answer each question that she or he has generated by using self-questioning strategy. Corder (1979: 26) mentions that the students are taught to ask WHO? WHAT? WHERE? WHEN? WHY? HOW? For example, "*Who is the main character in the story*?" " *What did the character do in the story*?" Students answer the questions by paraphrasing sentences in the first paragraph. They are taught to get the answer to these questions in the opening paragraph, it is usually easy enough to see how the questions are answered.

d) The students underline events and actions they found in the text. This helps them to make questions about specific information stated in the text.

e) Students review the specific information, the questions and answers.

b. While- Activity

1. Teacher breaks the students into groups consisting of five to six students

2. Teacher distributes the text to all students and instructs them to write 5 questions based on the text.

3. The teacher asks the students to go through the text in order to get an overview of the whole text.

4. Teacher teaches the students about how to make common questions that usually found in the text by giving the example how to arrange a question.

5. Next, the students underline the main idea they found in the text. They make questions, for example, "*What is the main idea of the first paragraph?*"

6. The students write the answers on a piece of paper.

7. The students underline some of the specific information they found in the text and make questions by using WHAT or WHO i.e. "*Who is the main character in the story?*", "*What is the character do in the text?*"

8. The students underline events they found in the text and make questions based on them.

9. The students make prediction about the answers of those questions and write the answers on their own paper.

c. Post- Activity

1. The students exchange their questions with their partner and answer each other, and then they discuss their answer with their partner.

2. The teacher administers students' questions and let the students answer.

3. The students submit their work to the teacher.

4. Students try to express their problems in comprehending the text.

5. Teacher summarizes the materials.

6. Teacher gives homework to the students.

2.8 Theoretical Assumption

Based on the previous explanation, the researcher came to the assumption that teaching reading through Collaborative Strategic Reading is more very likely to have an effective and relevant impact to increase students' reading comprehension achievement instead of teaching reading through Self-Questioning Strategy. CSR could encourage students actively to be engaged in constructing meaning from text in their collaborative group. Moreover, it seems to be able to make meaningful encounters with text resulting from the interaction between a reader's prior

knowledge and experience, information found in the text and broader social context of learning.

It was because CSR emphasizes in making the students have the skill to comprehend the text clearly and quickly by its few steps such as Preview, Click-Clunk, Get the gist and Wrap up. Judging from the previous explanation, the researcher will assert that the students will have more practice and try to say the idea what they will be acquired in the text and by repeating them it will be useful as a stepping-stone to another new form formula.

2.9 Hypothesis

Concerning with the theories and assumptions above, the researcher formulated the hypotheses as follows:

1. There is a significant difference in students' reading comprehension achievement between those taught through Collaborative Strategic Reading and those taught through Self-Questioning Strategy.
2. Collaborative Strategic Reading is more effective to increase students' reading comprehension achievement than Self-Questioning Strategy