CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses definition of reading, the objective of reading, reading comprehension, strategies for reading comprehension, descriptive text, the characteristics of comprehending English language, kind of reading, the students problem in reading comprehension, teaching reading in junior high school, reading assessment, collaborative strategic reading, the purpose of collaborative strategic reading, the implementation of collaborative strategic reading, previous study, and conceptual framework.

2.1 Theoretical Description

2.1.1 Definition of Reading

Reading is an activity that involves levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. Harmer stated that "reading is not a passive skill. Reading is an active occupation. It involves many skills as guessing, predicting, checking, and asking oneself question". To do it successfully, we have to understand the words in the text mean. We can understand the argument in the text and work out if we agree with them or not. Usually most of people only read the text without knowing the meaning from the text and quickly forget it.

Another definition of reading, Spivey & Cuthbert (2006) states reading is one of the language skills that learners should master, however, reading proficiency is difficult to attain without having adequate skills and comprehension. Good reading comprehension will be accomplished if learners have four reading abilities: determining the main idea, guessing word meanings, finding detailed information, and making inferences.

In addition Cline et.al (2006: 2) states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Comprehension is determined by the purposes for reading, the context, the nature of the text, and the reader’s strategies and knowledge. Therefore, it can be said that reading include many aspects of skills and it is complex process or in understanding the message. It is commonly what we call as reading comprehension.
Farris quoted from Zemelmen, Daniels & Hyde that "reading means getting the meaning from print. The essence of reading is a transaction between the words of an author and the mind of the reader, during which meaning is constructed. It means that the main goal of reading instruction must be comprehend. By comprehend the text, there is the transaction within the reader and author after reading the text.

Based on the definition from the experts above, reading can be defined as an active skills that follows some skill in the reading text. It is also a complex process of human's activity, because the reader use their eyes and brain to get the meaning or message from the author's. In addition, reading is not only how to get meaning of each word or sentences, but the important thing is how the reader can get and comprehend what the author tries to convey through the words.

2.1.2 The Objective of Reading

There are many objectives in the reading activities. The objective of reading is closely connected to a person's motivation on reading. Some of them read for pleasure that is the reader read the book for the enjoyment or read for getting information that is to get the meaning or message from the book that author's write.

Here some of the objective reading which are stated by the experts.

According to Williams in McDonough and Shaw, the objectives of reading are classified into:

a. Getting general information from the text
b. Getting specific information from a text; and
c. For pleasure or for interest

Meanwhile Cadlin and Hall (2002:13) states that there are seven purposes of reading they are:

a. To obtain information for some purpose or because we are curious about some topic
b. To obtain instruction on how to perform some task for our work or daily life (e.g., knowing how appliance works)
c. To act in a play, play a game, do a puzzle
d. To keep in touch with friends by correspondence or understand business letters
e. To know when or where something will take place or what is available
f. To know what is happening or has happened (as reported in newspapers, magazine, reports)
g. For enjoyment or excitement

In conclusion, reading objectives mentioned above is to understand or to comprehend the reading passage from the text. A person may read in order to gain information or knowledge from the text or to critique a writer's ideas that they write. A person may also read for pleasure in order to enhance the knowledge of the language that being read for the enjoyment.

2.1.3 Reading Comprehension

Reading as communication since it connects the author and the reader. It involves a mental process of the reader to create her/his comprehension of the text based on her/his purpose of the reading (Hadley, 2001). Through reading, the reader processes knowledge and information thus it is an active or receptive rather than a passive skill. It means that reading comprehension is an interactive process as a transaction between the reader and the author through the text. Moreover, comprehension is not something that happens after reading. It is the thinking done before, during, and after reading.

Meanwhile, Anderson in McKay (2006:24) stated, reading is both process and product. The product of reading is called reading comprehension, or an internal construction of meaning; that understanding the text of what has been read. Bonnie B. Armbruster (2001:41) also defined that comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. It means readers' should understand the meaning from what they have been read and to gets the information through the interaction in the written language. From the information, we can evaluate what is the meaning in the text based on their understanding and can respond the arguments that has been read before.

According to John Kruidenier (2002:77) elaborated that comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also a strategic process which can be taught. It means that a good reader is one who understands what they read, and can interact with the text to get meaning from their reading.

From the statement above, it is clearly stated that comprehension or understanding in every reading activity is an important part of skill learning. The student must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer. After the reader is able to comprehend what the most important thought is, they need to be able to identify the details that support the main idea. He must think about what they read in order to interpret meaning as well as to get the factual information given. Yet, reading
comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

2.1.4 Strategies for Reading Comprehension

There are ten strategies for Reading Comprehension defined by Brown (2004), as follows:

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you aren’t certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
10. Capitalize on discourse markers to process relationships

From the strategies above, the readers need to maximize their eyes and brain to grasp the author's message while they are reading. The important thing of the reading activity is the readers can comprehend the idea in the form of implicit or explicit meaning. To comprehend the text the readers can use the certain strategies that they know. So the strategies in the reading comprehension is the important thing to comprehend a text. The strategies of reading comprehension is expected can be useful so that the purpose of reading a text can be achieved.

2.1.5 Recount Text

There are so many English text in reading activity that should be mastered by students, recount text is one of kinds text in English. According to Anderson and Anderson (2002:3), recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the recount text is to retell events with the purpose of either informing or entertaining their audience (or both).

Cahyono (2011: 14) also states recount texts is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail. It does not expose
the struggle on how to make them happen. The event happened smoothly. Recount texts explore the series of events which happened to the participants. Emilia (2011: 74) stated that recount texts are the types of text which retell event or experiences in the past. Commonly, recount text written based on experiences own writer, but recount text be able based on imagination in outside writer experiences.

The generic structure consists of three parts such as (a) The setting or orientation - background information answering who? when? where? why? (b) Events are identified and described in chronological order (c) Re-orientation which is concluding comments express a personal opinion regarding the events described.

According to Emilia (2011: 76) the linguistic features of recount texts are telling about specific participants: brother, sister, father, mother, or friends; in the form simple past; using action verb, such as: went, saw, fed, returned; using conjunction, such as : when, after, before, first, next, then; using pronoun, such as: I, we; explanation event with specific, usually chosen text more interest.

Example of recount text:

**Diving in Bunaken Island**

Orientation

Event 1

Event 2

Re-orientation

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was most enjoyable. This place is so impressive with its marine life.

Adapted from [http://ross-shield.blogspot.co.id/2012/04/recount-text.html](http://ross-shield.blogspot.co.id/2012/04/recount-text.html)
2.1.6 The Characteristics of Comprehend English Language

Brown (2004:188-189) writes that a person who comprehends English language has the following capabilities.

1. He can identify the purpose in reading the text.
2. He can apply spelling rules and conventions for bottom-up decoding.
3. He can use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. He guess at meaning (of words, idioms, etc.) when he aren’t certain.
5. He can skim the text for the gist and for the main ideas.
6. He can scan the text for specific information (names, dates, key words.).
7. He can skip unnecessary information while skimming.
8. He is able to use silent reading technique for rapid processing.
9. He is able to use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
10. He can distinguish between literal and implied meanings.
11. He can capitalize on discourse markers to process relationships.

Based on the characteristics above, the readers who are good at comprehending can organize between their background knowledge and the message in the text and deciding which process is needed to meet their purpose of reading. The comprehension process which is focused on how the way of reading works will guide the readers to comprehend a reading text systematically. It can be useful for readers to get the meaning of the text in an easier way. In other words, reading comprehension is a type of reading that focuses on getting the message of the texts.

2.1.7 Kinds of Reading

According to Francoise Gellet, there are two kinds of reading as follows:

a. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. This activity is reading a longer text and is paid to the meaning of the text itself not the language. It carries out to achieve a general understanding of a text. For example, students read a book such as: novel, journal, biographic or essays based on their interest and their level. The purpose is of extensive reading is for pleasure and information. This, extensive reading is also termed as supplementary reading. Extensive reading can make students enjoy in reading Nuttal (2005).
b. **Intensive Reading**

Intensive reading is reading shorter texts, to extract specific information. This is more accuracy activity involving reading for detail. This activity is likely more to emphasize the accuracy activity involving for reading detail. Intensive reading is a process where students read material which is usually above their linguistic level. In Intensive Reading, instead of writing summary and having presentation, the students are asked to answer some questions related to the topic which is given by the teacher. Usually, all the answers are available on the text, so that the students only rewrite it.

In conclusion, through doing complex activities, Extensive Reading can broaden students’ knowledge more than Intensive Reading. In Extensive Reading, students read the various books, novel, journal based on their interest and level to achieve the general understanding meaning of the books, which lead them to minimize the use of dictionary. In opposition, the students’ activities in Intensive Reading are more limited. The activities depend on the teacher’s guidance only. This kind of activities will not encourage students to explore their abilities; they cannot broaden knowledge by themselves as well as in Extensive Reading.

2.1.8 **The Students Problem in Reading Comprehension**

There have been some studies which have enumerated the problems in reading. Lau (2006) defined the problem of reader's in the reading comprehension are:

1. They do not know how to construct the main ideas and macrostructure of the texts,
2. They are not familiar with the text structure and do not make use of the text structure to organize the main ideas,
3. They have little prior knowledge and do not know how to activate their knowledge to facilitate text comprehension,
4. They have difficulties in drawing inferences to achieve in-depth understanding of the texts,
5. They lack meta cognitive ability, and are not aware of the problems that emerge during reading and do not know how to monitor their reading process.

Based on those characteristics it is clear the problems that usually faced by students in reading especially in English, they have difficulties to comprehend the meaning of the text about and makes students slow in the reading activity. It is also happened that the students lack of vocabulary, when face the difficulty word they always think about that word and not
continued the next sentence because they not familiar about the text itself.

2.1.9 Teaching Reading in Junior High School

The purpose for teaching reading for Junior High School is to develop and improve the reading skill also train the students to mastered the aspects of reading. In reading skill, students in Junior High School directed to find out the message or meaning in a text in the form of explicit or implicit.

The way that students learn a foreign language, it is depend on their development stage. Some students develop early while others in leaps and bound. The teacher do not only pay attention to the students characteristic, but also the students personally, individual deferences because students have differences abilities and point of view background and experience. So the teacher should deals about that.

In learning foreign language, there are many factors which influence the result, such as: age, motivation, experiences and certain environmental factors. Age is one of the influential factors. Brown (2001:92) states that period of teens which is between childhood and adulthood, is age of transition, confusion, self awareness, growing and changing bodies and minds. This implies some characteristics of a teenager which need to be considered. For teenagers, self importance, self-image and self admiration are crucial for them.

Those characteristics of teenagers give an understanding that the most important concerns of Junior High School is the teacher understanding students needs. It can be implemented by designing an interesting teaching and learning to process which can engage their skills and motivation, avoiding embarrassment of students, and encouraging students participation in the teaching learning process.

2.1.10 Reading Assessment

Table 2.1 Students Rubric Scoring Assessment in Reading

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<tr>
<th>Level</th>
<th>Description</th>
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| Outstanding                  | ■ Describes most story or text elements (characters, setting, beginning the story, middle and end of (the story) through written or oral language or drawings.  
| (4)                          | ■ Responds personally to the story.                                           
|                              | ■ Provides an accurate and detailed description of the story.                 |
| Good                         | ■ Describe most story or text elements through written or oral language or drawings.  
| (3)                          | ■ Gives limited personal response to the story.                              
|                              | ■ Provides an accurate description of the story with some details.            |
| Satisfactory                 | ■ Describes some story or text elements through written or oral language or drawings.  
| (2)                          | ■ Responds personally to the story.                                           
|                              | ■ Provides an accurate description of the story.                             |
| Needs improvement            | ■ Describes few story or text elements through written or oral language or drawings.  
| (1)                          | ■ Gives no response or limited personal response to the story.               
|                              | ■ Provides less accurate description of the story.                           |

Based on the scoring rubric above, the researcher adapts the scoring rubric with the kinds of the text that is taught that is Descriptive text. The researcher also assess the students’ description about the given text or picture. The researcher measures whether they describe accurately or not on the detailed information sequentially.

2.1.11 Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one type of comprehension strategy instruction that is designed to improve learners’ strategy reading abilities through small group discussion. It means that by using CSR can improve the students in the reading comprehension, increase their vocabulary, and also engages the students to work cooperatively with their friends in small group.

Klingner and Vaughn (2007, p. 142) stated that developing the students’ reading comprehension and building up conceptual learning in ways that maximize the students’
participation is the goal of this strategy. It means that CSR technique not only focuses on
students’ reading comprehension in every reading class, but also concentrates to how well the
students can socialize and solve the problem cooperatively with their friends in a small group.
Meanwhile Vaughn dan Bos (2009), state that CSR strategy is a strategy that
multicomponent. Use of comprehension strategies able to train or guide students in a
groups, and practice what they have learned.

In addition, according to Grabe (2009: 233), CSR is a promising approach to
combined-strategies instruction that draws on both reciprocal teaching and cooperative
learning, and this approach has been used with both L1 and L2 students. Here, students are
working in groups and taught to activate prior knowledge, make predictions, monitor their
comprehension difficulties, clarify information, restate important ideas, summarize the text,
and form appropriate questions about the text.

Based on the explanation above, it can be conclude that Collaborative Strategic Reading is
a technique that teaches students to work cooperatively in a reading comprehension. By work
cooperatively, students can share their opinion with their friends, and also can active in a group.

2.1.12 Purpose of Collaborative Strategic Reading

There are some purposes of Collaborative Strategic Reading (CSR) itself, according to
Abidin (2001) "The goals of CSR are to enhance reading comprehension skills for students
with learning and increase conceptual learning in ways that maximize students' involvement". It
means that CSR maximize the engagement of students in the learning reading
comprehension to help students successful improving their reading comprehension.

In addition Klingner and Vaughn also stated that "developing the students’ reading
comprehension and building up conceptual learning in ways that maximize the students’
participation is the goal of this strategy." It means that CSR technique not only focuses on
students’ reading comprehension in every reading class, but also concentrates to how well the
students can socialize and solve the problem cooperatively with their friends in a small group.

Based on the statement above, it can be conclude that Collaborative Strategic Reading
(CSR) is helps the students in comprehending the reading text to build up their self-confident in
the classroom. It is also can increase their involvement to work in small group, so they have
opportunity to discuss and share the ideas among the members of the groups as well as develop
their social skills.
M. J. Z. Abidin, describes the benefits of Collaborative Strategic Reading (CSR) as follows:

a. Promoting student and academic achievement
b. Increasing students retention
c. Enhancing student satisfaction with their learning experience
d. Helping students develop skills in oral communication
e. Developing students’ social skills
f. Promoting students self–esteem
g. Helping to promote positive race relations

2.1.13 The Implementation of Collaborative Strategic Reading

In implementing CSR, the teacher explains the strategies, assigns group roles, and provides a guide for reading and discussion. Here, the teacher gives students opportunities for students to ask the strategies before asking them to apply the strategies on their own in cooperative learning groups. There are two phases in implementing CSR in the reading class. An overview of how to apply CSR in classroom provided in the following sections.

a. Phase 1: Teaching the strategies

In this phase students learn four strategies: preview, click-and-clunk, get the gist, and wrap-up. To apply this strategy, teacher presents this strategy in the whole class first by using modeling, role playing, and think-aloud. Here, according the Klinger and Vaughn, an overview of how to teach each of the strategies provided in the following sections:

1. Preview

Students preview the entire passage before they read each section. The goals previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

Here, the teacher helps the students with previewing by reminding them to use all the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage. This way will help students do two things: (a)
brainstorm what they know about the topic, and (b) predict what they will learn about the topic.

2. **Click and clunk**

   Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader. When a student comes to a word, concept, or idea that does not make sense or they do not know the meaning of a word, it is a clunk. For the parts that are less clear so that students can better understand when reading, then they should do:

   a) Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
   b) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
   c) Look for a prefix or suffix in the word.
   d) Break the word apart and look for smaller words you know.

3. **Get the gist**

   Students learn to "get the gist". Getting the gist means that students are able to state the main idea of the paragraph or cluster of paragraphs in their own words. When the students "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details.

   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. This strategy can improve students' understanding and memory of what they have learned.

4. **Wrap up**

   Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read. Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to
tell students to use the following question starters to begin their questions: who, what, when, where, why, and how.

It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

b. Phase 2 : Cooperative Learning Group Roles

In cooperative groups, students do not simply work together on the same assignment; each person must have a key role to play and everyone is responsible for the success of the group. Students are told that they have two responsibilities: to make sure they can learn the material and to help everyone else in their group learn it, too. In this stage, students who have not previously worked in cooperative learning groups may need preparation in order to work productively and effectively. For the groups member is selected by the teacher, the aim is to achieve a heterogeneous mix. In this case, the heterogeneous mix helps students break down barriers among them. Here, everyone has a chance to try out all of the roles. These roles may include:

a) **Leader** : The role of leader is leading the group in the implementation of CSR by saying what the group member had to read next and what the next strategy to apply.

b) **Clunk Expert** : The role of clunk expert is using clunk cards to remind the group of the steps have to follow and trying to figure out the difficulties of the clunk words.

c) **Announcer** : This 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** : Encourages the group members participate in the group’s discussion and gives the feedback. He or she evaluates how well the group has worked together and gives suggestions for improvement.

e) **Reporter** : Share the group’s ideas, answers, and questions during a whole class discussion.

f) **Time Keeper** : This student sets the timer for each portion of CSR and lets the group know when it is time to move on.
Collaborative Strategic Reading Technique Plan

Before Reading

### Preview

1. **Brainstorm**: What do we already know about the topic?
2. **Predict**: What do we predict we will learn about?

The activity to find the information (clue) from the title, key words, pictures, and charts.

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**Click and Clunk**

1. **Monitor**: Is there any parts that we hard to understand (Clunks)?
2. **Fix Up**: How can we fix the clunks?

Use fix-up strategies:
   a. Reread the sentences and look for key ideas to help you understand.
   b. Reread the sentences before and after looking for clues.
   c. Look for the prefix, root word, or suffix in the Word
   d. Break the word apart and look for smaller words

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**Get the Gist**

1. **Ask Question**: a. What is the most important person, place or thing? b. What is the most important idea about the person, place, or thing?
2. **Paraphrase**: Answer the question in the ten words or less with the own words.

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After Reading

**Wrap Up**

1. **Ask question**: What questions check whether we understand the most important in the passage?
2. **Review**: What did we already learn?

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Figure.1 (Adapted from European Journal of Business and Management, CSR’s Plan for Strategic Reading Includes Before, During, and After Reading)

So in Collaborative Strategic Reading (CSR) each student in the group have a different role at each meeting, so that besides learning to motivate students, they also implement the
independent learning. It is also can make students actively involved, and everyone has the opportunity to understand the text through CSR. In the CSR also encourage students to be responsible in learning group.

2.2 Previous Studies

In this study, the researcher discuss about the previous studies by some researchers that have been done with their research. The previous studies as follows:

The first, Anike Rosalina (2014) on her research entitled "The Influence of Collaborative Strategic Reading (CSR) Technique on Students' Achievement in Reading Comprehension of Narrative Text at SMA PGRI 109, Tangerang". This study aimed to know the empirical evidence of the influence in using Collaborative Strategic Reading (CSR) on students' achievement in reading comprehension. The result of her study showed there were significant increase of students' reading achievement on narrative text after taught through Collaborative Strategic Reading (CSR). This could be seen from her T-test result which showed that the students' mean score of post test in experimental class (82.20) was higher than pre test (52.98). It means that this study was success in implementing CSR on students' reading comprehension for twelve grade of Senior High School.

The second, Elyya Dwie (2012), on her research entitled "Improving students' Reading Comprehension Using Collaborative Strategic Reading (CSR)". The study aimed to: (1) finding whether or not CSR can improve students' reading comprehension, and (2) identifying the classroom situation when CSR was implemented in teaching learning process. This research was conducted to teach reading narrative text to students at the eight students of Junior High School. For the result of her research after implementing CSR can improve the students' in reading comprehension and classroom situation of English class. The improvement of reading comprehension includes: (1) students are able to infer the meaning of certain word (vocabulary); (2) students are able to identify the main idea of the text; (3) students are able to find implicit information of the text; (4) students are able to find explicit information of the text; (5) students are able to determine references. Besides, the improvement of classroom situation during teaching learning process occurred includes: (1) almost all students give more attention when teaching learning process conducted; (2) students behavior change as whole. They didn't do the useless activity during the lessons; (3) mostly, students are more active during teaching learning occur; they are not shy and afraid again to ask the difficulty words; (4) students more responsible to do the task the teacher
instructed to them. It means that CSR can improve the students in reading comprehension, not only that CSR also give the positive impact for students during teaching and learning process.

The third, Dian Novita (2012) on her research entitled "The Effectiveness of Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension at Muhammadiyah University of Sidoarjo". This research was conducted in the faculty of Economic or non English department. The aimed of this research was to finding out the significant improvement of students' reading comprehension achievement after being taught Collaborative Strategic Reading (CSR). The result of her study showed that there is better improvement in experimental group after the students got treated using Collaborative Strategic Reading when studying reading in the classroom. It can be seen on her research that the mean of post test in experimental group was 74.3 better than control group 67.6.

Based on the previous studies above it can be concluded that Collaborative Strategic Reading is an effective strategy to teach students reading comprehension, it also can improve students in reading comprehension. CSR not only develop students reading skill, but it also has positive outcomes social relationships and interactions in the classroom. This technique is believed to offer chances for students to be involved in group discussion, to share their knowledge and opinion, to develop their critical thinking in the group.

Collaborative Strategic Reading also give benefits to learning process such as motivating students, classroom situation in learning reading, and create a positive learning environment. Besides, CSR is an excellent technique for students to actively working cooperatively in group which is students have each role during learning reading comprehension. This technique can be implemented in any field, not only in the High School students, but also can implement in the Elementary School and ESP students.

The differences from the previous researcher is most of them using narrative text to teach the students, and almost there is no researcher to teach recount text by using CSR. Not only that CSR also rarely used to teach in the school especially for Junior High School. Usually the researcher implements CSR to teach EFL and ESL students in university. This strategy needs to conduct because the students can learn new strategy (each student have the role) that different from usual. It is to build the good relationship in every students in group, and help someone to do the assignment. It means students should encourage team members through their communication to explain what they already get to each other.
2.3 Conceptual Framework

Based on the theories above, the researcher summarizes the theory to make improvement of students reading comprehension at the class VIII E of SMP N 1 Sedayu. The summary of the theory as follows; (1) definition of reading: the researcher uses the theory to make clear what the point of reading skill; (2) the objectives of reading: the researcher uses the theory to know the important of teaching reading; (3) reading comprehension: the researcher teaches students reading to solve the problem in comprehend the text; (4) strategies for reading comprehension: it is used to makes students easier in comprehend the text when they read; (5) recount text: the researcher taught one kind of text for students in reading comprehension; (6) kinds of reading: the researcher taught the students by using intensive reading; (7) teaching reading in Junior High School: the researcher taught by considering their characteristic because they were in teens ages; (8) collaborative strategic reading: is the effective strategies to teach reading; (9) the implementation of collaborative strategic reading: the researcher uses teaching the strategies and cooperative learning group.

From the explanation above, the researcher serves the diagram to make it easier to understand. The diagram can be seen as follows.
Problem that occurred to the students:
- Students lack of vocabulary
- Students difficult comprehend in English text
- Students were not active in learning reading

The use of Collaborative Strategic Reading

The implementation of CSR
- Teaching strategies (*preview, click-and clunk, get the gist, wrap up*)
- Cooperative learning group (*leader, clunk expert, announcer, encourager, reporter, time keeper*)

The students’ reading comprehension improved

Figure 2.2 Conceptual Framework