

**USING COLLABORATIVE STRATEGIC READING AND GUIDED  
EXTENSIVE READING FOR STUDENTS' READING  
COMPREHENSION**

**PAPER**

*Submitted as a Partial Fulfillment of the Requirement  
For Strata One (S1) Degree*



**By:**

**Salsabila Rana**

**83595/2007**

**Advisor:**

**Yuli Tiarina, M.Pd.**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
STATE UNIVERSITY OF PADANG  
2012**

## HALAMAN PERSETUJUAN MAKALAH

**Judul** : Using Collaborative Strategic Reading and Guided Extensive Reading for Students' Reading Comprehension  
**Nama** : Salsabila Rana  
**TM/NIM** : 2007/ 83595  
**Program Studi** : Pendidikan Bahasa Inggris  
**Jurusan** : Bahasa dan Sastra Inggris  
**Fakultas** : Bahasa dan Seni

Padang, Mei 2012

Disetujui oleh :

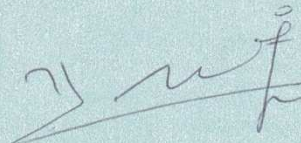
Ketua Jurusan,



Dr. Kurnia Ningsih, M.A.

NIP.19540626 198203 2 001

Pembimbing,



Yuli Tiarina, M.Pd.

NIP. 19770720 200212 2 002



**HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

**Dinyatakan lulus setelah dipertahankan di depan Tim Penguji  
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni  
Universitas Negeri Padang**

**USING COLLABORATIVE STRATEGIC READING AND GUIDED  
EXTENSIVE READING FOR STUDENTS' READING  
COMPREHENSION**

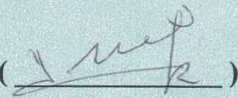
**Nama : Salsabila Rana  
NIM : 2007/ 83595  
Studi : Pendidikan Bahasa dan Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni**

**Padang, Mei 2012**

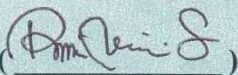
**Tim Penguji**

**Tanda Tangan**

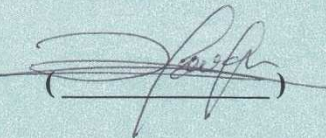
**1. Ketua : Yuli Tiarina, M.Pd.**

(  )

**2. Anggota : Rima Andriani Sari, S.Pd., M.Hum.**

(  )

**3. Anggota : Havid Ardi, S.Pd., M.Hum.**

(  )

## ABSTRAK

Rana, Salsabila, 2012. "Using Collaborative Strategic Reading and Guided Extensive Reading for Students' Reading Comprehension." *Makalah*. Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Salah satu faktor rendahnya *Reading Comprehension* siswa adalah karena minimnya pengetahuan tentang strategi membaca dan penerapan strategi membaca yang kurang tepat. Ini ditandai dengan sulitnya mereka memahami, berinteraksi dan merespon bacaan. *Reading comprehension* merupakan proses atau sikap yang menunjukkan apakah siswa tersebut mengerti dengan apa yang sedang dibacanya. Banyak alasan untuk membaca, namun untuk memahami apa yang dibaca selalu menjadi bagian dari tujuan membaca. Tanpa *reading comprehension*, siswa atau pembaca akan sulit menangkap informasi dari bacaan tersebut. Untuk memahami teks *comprehension* yang cenderung kompleks dan semakin menantang, siswa perlu dibekali strategi teks *comprehension* guna mengembangkan *reading comprehension* mereka.

Makalah ini mempromosikan *Collaborative Strategic Reading* (CSR) sebagai pendekatan yang didesain untuk membantu siswa mengembangkan serta meningkatkan *reading comprehension* mereka. CSR telah dibuktikan menjadi alat yang efektif untuk membantu siswa dari berbagai level dan usia yang memiliki kesulitan dalam memahami teks/bacaan. CSR mengkombinasikan dua *instructional approach*: *reading comprehension strategy instruction* dan *cooperative learning*. Siswa dimotivasi bergantian bersama guru serta rekan-rekan mereka untuk fokus pada fitur utama dalam membaca suatu teks: *summarizing*, *questioning*, *clarifying*, dan *predicting*. Ini dicapai dengan memanfaatkan empat teknik yang telah terbukti dalam kelompok belajar kooperatif yaitu, *before*, *during* dan *after reading*. Teknik yang digunakan adalah: *Preview (before reading)*; *Click & Clunk (during reading)*; *Get the gist (during reading)* dan *Wrap up (after reading)*. Sebagai pelengkap pemahaman dalam membaca yang sekaligus dapat memotivasi siswa membaca, *Guided Extensive Reading* (GER) diaplikasikan sebagai *supplementary approach*. Konsep GER adalah memotivasi siswa untuk banyak membaca di luar kelas. Singkatnya, gabungan kedua pendekatan ini merupakan cara yang positif untuk meningkatkan *reading comprehension* siswa.

## **ACKNOWLEDGEMENTS**

First of all, the writer would like to thank to Allah SWT for giving her health, blessing, and opportunities to accomplish her paper entitled “Using Collaborative Strategic Reading and Guided Extensive Reading for Students’ Reading Comprehension”

Next, the sincere gratitude is given to her advisor, Yuli Tiarina, M.Pd who had kindly and patiently guided her to complete this paper. Then, her appreciations are also due to Rima Andriani Sari, S.Pd., M.Hum and Havid Ardi, S.Pd., M.Hum as her examiners who had given her many contributions and suggestions to improve the quality of this paper. The writer also thanks to Dr. Kurnia Ningsih, M.A. as chairman and Dra. An Fauzia R. Syafei, M.A. as secretary of the English Department, and all of the lecturers and administration staff of the Department.

Finally, special thank is expressed to her beloved parents for their love and support. The writer would like to thank to all of the family members who used to encourage her to accomplish this paper. Thanks are also addressed to all friends for all the kindness and sincerity.

Padang, April 2012

The writer

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENT.....</b>	<b>iii</b>
<b>CHAPTER I. INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Limitation of the Problem .....	6
C. Formulation of the Problem .....	6
D. The Purpose of the Paper .....	6
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b>	
A. The Nature of Reading Comprehension .....	7
B. Collaborative and Cooperative Learning .....	12
C. The Nature of Extensive Reading .....	17
D. Collaborative Strategic Reading and Guided Extensive Reading.....	24
<b>CHAPTER 3. DISCUSSION</b>	
A. The Preparation of Teaching Reading Literary Text by using Guided Extensive Reading and Collaborative Strategic Reading .....	32
B. The Procedure of Teaching Reading Literary Text by using Guided Extensive Reading and Collaborative Strategic Reading .....	34
C. The Advantages of Using Guided Extensive Reading and Collaborative Strategic Reading .....	39

## **CHAPTER 4. CONCLUSION AND SUGGESTION**

A. Conclusion .....	40
B. Suggestions .....	40

## **BIBLIOGRAPHY**

## **APPENDICES**

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problem**

Reading has a great deal to determine students' engagement and fluency in English. It is a kind of activity which provides numerous benefits, that is, to shape the way of thinking, personality, knowledge, culture, and human's perception. In the history of the English instruction in the Indonesian secondary school system, skills in reading texts written in English have been considered very important. For example, prior to implementation of the 2004 English curriculum, the objective of teaching was the development of communicative ability in English embracing four language skills, with reading skill being given a first priority. The 2004 English curriculum places reading equal to other English skills, that is, listening, speaking, and writing, the objectives of English instruction at two levels of secondary school (junior and senior high). However, as Renandya (2004) argues, "reading ability has always been the primary objective of English instruction".

Nevertheless, reading somehow becomes something students would like to avoid. Based on writer's interview to some students at Junior High School when she had teaching practice in Pariaman, most of them argued that it was hard to concentrate during reading activity. Some admitted that they were not sure what they had read. Students often got pressure when they had to read a text contained too many difficult words. No matter how hard they tried to



understand the text they were reading, the comprehension of the idea still could not be grasped. Few of them even said that reading was not their hobby at all because it was too boring to do. All those problems lead to the low reading interest and motivation which is commonly caused by the low reading comprehension.

The practice of EFL reading in various levels of Indonesian schools has been predominantly oriented to intensive reading, that is, “close and careful reading” (William, 1998), which tends to be “concentrated, less relaxed, and often dedicated to ... the achievement of a study goal” (Harmer, 2001). This intensive reading is normally conducted in the classroom, uses a relatively short text accompanied by tasks, and is conducted with the help of a teacher. Such a reading practice will be unable to promote learners’ language development (Davis, as cited in Harmer, 2001).

Although reading is considered to be an important language skill, many students are likely to be reluctant EFL readers. Besides, EFL reading is commonly seen as an uninteresting activity (Kweldju, 2000). In her study, Kweldju (1996) found that students were not interested in reading their content area textbooks although they thought such textbooks were useful. She stated that reasons behind this lack of interest included students’ limited background knowledge, inability to understand the content of the text, and complicated organizational structure of the text, and complicated organizational structure of the text. These reasons fail the element of the

process of reading comprehension: vocabulary knowledge and text comprehension.

Thus, reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, teachers need to continue to help their students develop reading comprehension strategies. As their reading materials become more diverse and challenging, students need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

For the sake of comprehension skill of reading, here, writer has positive view and countable way to use Collaborative Strategic Reading and Guided Extensive Reading in order to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. This instructional framework is a good example of the focus on using comprehension strategies to understand all texts.

In CSR the goal is to teach students four specific comprehension strategies they can use with all the informational and expository texts they read. As such, the focus is on developing students' routines and procedures for understanding the text. Developed by Klinger and Vaughn in 1996, the CSR

approach combines two instructional approaches: reading comprehension strategies instruction and cooperative learning. In CSR, students in cooperative learning groups move through four cards, based on four key comprehension strategies, to read and understand their text.

First, students use the Preview card to look for key features of the text, brainstorm what they already know about the topic, and predict what they will learn about the topic when they read the text. Students use their CSR learning logs to record this information and share it with their groups.

Next, students read a passage from the text looking for “clicks” and “clunks,” that is, monitoring when they come to a word, concept, or idea that they do not understand (a “clunk”). Clunk Cards, or short prompts on individual cards, are reminders for students of strategies they can use to figure out the meaning of the misunderstood word or concept.

At the end of the passage, students use the Get the Gist card to determine the most important ideas in the passage. The process is then repeated with the next passage. After the entire text is read, students use the Wrap Up card to help them generate a list of questions with answers that show that they understood the most important information in the text.

The teacher introduces CSR to students by first teaching it to the whole class. Through modeling and think-alouds, the teacher shows students how each of the four key comprehension strategies are used. After students are proficient in the use of the individual strategies, the teacher models how to use

all four together when reading text. Eventually students are divided into small, mixed-ability groups to practice collaboratively using the strategies in reading and understanding a particular text. Within the groups, each student has a defined and meaningful role that helps to keep the group on task and to use the strategies correctly.

Meanwhile, Guided extensive reading (GER) aims to motivate students to read extensively—as many books and as much reading material as possible, to feel excited about the books and materials, and to interact with other students through thinking and talking about texts read and sharing reading. “Such reading also has an important role in developing the linguistic and world knowledge necessary for reading comprehension” (Day and Bamford, 2008). Based on the curriculum that is used in Indonesia, students are expected to achieve the standard competencies of reading. They foster to read a number of various texts and are expected to be able to understand and respond them. Most of teachers tend to use available textbook as the reading materials. There is no disadvantage to take materials from available textbook, but it must have limited selective materials which monotonously do not catch students’ interest. Therefore, by extensive reading, that two of them is students can access a variety of interesting materials and read a large quantity of printed materials, teachers have to encourage them to find and read more interesting reading materials. Therefore, the writer purposes the combination of these two techniques to increase students’ reading comprehension.

**B. Limitation of the Problem**

Related to the background of the problem above, this paper is focused on the way to use Collaborative Strategic Reading and Guided Extensive Reading in teaching reading to increase students' reading comprehension.

**C. Formulation of the Problem**

Based on the limitation above, the problem can be formulated as follows:  
“How does the teacher use collaborative strategic reading and guided extensive reading to improve reading comprehension?”

**D. The Purpose of the Paper**

The purpose of this discussion is to describe the use of collaborative strategic reading and guided extensive reading to improve students' comprehension in reading.