

CHAPTER II

REVIEW OF RELATED THEORIES

The chapter is about review of related theories which espouse the case study in applying Collaborative Strategic Reading for teaching about reading comprehension. This is supported part in this paper that exist the explaining about Definition of Reading and Teaching Reading based on experts, Collaborative Strategic Reading (CSR), Cooperative Learning, and Recount Text.

A. Definition of reading and teaching reading based on experts

Some definitions of reading from several experts are affirmed this study. Among other things, Tarigan, (2008: 7) stated that a process where reader carried out to acquire message or purpose that delivered by a writer through words and can be known by reader, was called by reading. Then, according to Grabe (2009: 14) stated that in language, process of gaining interpretation or information by using medium of printing was named as reading. In brief, reading is an activity for getting meaning, information, or purpose from a compound of word, can be a text. Besides that, reading is how the readers ability in recognizing, understanding, and interpreting the words.

Moreover, besides reading as process of getting meaning in actively, the readers can be derived important things as information. This process can be done by finding out influence from the comprehension of the reader or obtain the

knowledge. Reading is relevant to immediate like a life success or can be as life skill. Generally, reading is source of information and serves enjoyment. Reading activities can be done for adapting the readers' purposes, for example; reading a novel for entertaining, reading a recipe for knowing how to make something. It is appropriate with the reading types. According to Brown (2003: 189) stated that for considering assessment procedures, several types of reading performance are typically identified;

1. Types of Reading

- *Perceptive*. Perceptive reading is similar with a set of series of treatment for listening comprehension. In perceptive reading, another word is to comprehend the uniqueness of reading are excepted for the specifications. Perceptive reading is about concerning to the *parts* of larger section, like a discourse, words, letters, punctuation, and other grapheme symbols.
- *Selective*. Selective reading is majority for conducting formats like an assessment. It makes sure for readers' about reading introduction of lexical, structure of grammatical section, and discourse features of language which has short formation. Usually, in selective reading use tasks such as matching task, picture-cued tasks, multiple-choice, and true/false statement. The tasks include sentences, brief paragraphs, and simple charts and graphs.

- *Interactive.* Interactive reading is activity which including language combination of some paragraphs in a page or more in order to get a psy-cholinguistic sense and *interacted* in a text. It also assumed like negotiating meaning. The reader faced with a text in which have cluster of estimation to comprehend it and takes output from the interaction. That included in interactive reading are short narratives, anecdotes, and descriptions, except text with long composition, announcements, questionnaires, directions, recipes, memos, and etc. Interactive task focuses on the recognizing the features such as; lexical, symbolic, grammatical, and discourse, which has short texts and purposed for mastering the information. This type of reading that will be point of study in reading comprehension toward recount text.
- *Extensive.* Extensive is reading process with purpose of getting information in a long text. Extensive reading wants to focus on the texts which have two or more pages, for example; short stories, articles, books, essays, and technical reports. It also includes reading a research as longer stretches of discourse (longer than a page), like long articles and books that often read by students when classroom did not held. The aim of doing assessment is to know understanding of learner's overall in a text.

2. *Purpose of Reading*

When reading a text, everyone have their own purpose in getting or knowing something. It can be seen, when students read a novel, they want to get information about the story or however they want to cheer up themselves. When a man read a newspaper, he has purpose to get a lot of information about the day happened. When a mother read a recipe, she wants to know how to make something yet she knew. Hence, several people read a text or book because their objectives are to find out the information or knowledge. The most purpose of reading should be able to comprehension of the text first.

According to Grabe and Stoller (2002: 13) stated the aims of reading were divided into:

a. Reading for searching simple information

Generally, reading activity will be done to look for simple information. Typically, readers were only scanning the text in important parts of information or focus on the specific words. It is for knowing the topic of a text.

b. Reading to skim quickly (Skimming)

Skimming is a general section of many tasks in reading process. It is often done as advantageous skill in own right. It includes a getting a gist, guessing

strategies in combination might there are important information in a text, and then become a base of skills in reading comprehension on each parts of text until forming a general idea. Skimming will be done when someone want to get main idea from a text quickly (reading-fast).

c. Reading for learning from texts

Usually reading is related with conducting for academical importances and also in contexts of professional where used to learn with consideration of information in a text. This reading does not only getting information but also understand what the readers have learned.

d. Reading to integrate information, write and critiques texts

Integrating information in reading activity asks readers to make complement from common importance as additional decisions, mutual support or conflict information and setting back to unite in matching statement from several sources. It is very demanding for critical estimation about information when reading performed. The reader can determine

which information should be integrated. Likewise, how integrating the purposes of reader. For this case, both of reading to write or to critique a text can be taken in variant tasks of reading for integrating information.

e. Reading for general comprehension

Reading purposely for common comprehension has been deliberately conducted in discussing based on two reasons. The first reason is more complex in words than the common assumed. The second reason is for purpose background of reading, supporting and underlying another aims of reading.

3. Reading Comprehension

Reading skill should be mastered and inures by the student. The target in reading skill is an understanding the contents of the text, that usually we hear comprehension. Likewise, to be effective readers, students have to control the reading comprehension skill which important for students, based on Grabe and Stoller (2002: 14). Reading come from groups of letter, decoding letters, and sound of words (phoneme). Then, students start from reading compound of words, then sentences, short stories, picture books, and other texts. Teaching of reading comprehension effectively needs an interpretation of its sense,

understanding the component of text and reader variables. According to Grabe (1997: 9) stated that the central components of reading process consisting of phonological coding, orthographic processing, working memory activation, word distinguish (lexical access), disentangle sentence, propositional text-model formation, the expansion of a proper situation model or mental model, propositional integration, and text-model development.

An activity in constructing meaning by interpreting the components of a text or understanding meaning is named reading comprehension. Based on Leu and Kinzer (1987: 30-38) stated that reading comprehension process involves a number of important component, those are:

- *Decoding Knowledge* is determining the oral equivalent of written word. It is also shown by decoding the words that have been known.
- *Vocabulary Knowledge* is important part of reading instructions as new readers to build and explore less familiar vocabularies or specialized vocabularies. Reader has too much gathering new vocabularies and administer them.
- *Syntactic Knowledge* is how apprehending word agree with rules that appearing with in sentences. It also has to make

certain the function of grammatical and pronunciation in meaning of the words.

- *Discourse Knowledge* is determining the knowledge of language rules at unitary exceeds the level of single sentence.
- *Readiness Aspects* are students' capability of benefit from instruction of initial reading. Readiness aspect involves becoming ready to do reading activity and understanding in each particular selection.
- *Affective Aspects* are related to attitude of readers and their attracted in reading activity.

Therefore, reading comprehension activity is process of involving the readers to understand the meaning of reading text and found it to a knowledge. From that point the reader can be helped in comprehending content or purpose of the text.

B. Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading or known by CSR is method, technique, or treatment that formed from combination of some reading strategies and conducted in stages. CSR (Collaborative Strategic Reading) has meaning as an exemplary method to teach students about how conducted effectively reading comprehension, build many vocabularies, and work the task in

cooperatively, which according to Klingner and Vaughn (1998: 32). Besides that, Klingner and Vaughn (1998: 34) also stated that CSR method purposes to increase students' conceptual learning and promote their reading comprehension ability, in order to maximize the involvement of the students. In brief, CSR helps students understanding the concept of text to promote students' comprehension. In CSR, there are some aspects should be considered, among that, the strategies of CSR, CSR materials, feedback strategies, and also deliver advantages of CSR.

1.) Teaching the CSR Strategies

Based on the Klingner and Vaughn (1998: 32), there are four strategies that will be learned by students step by step as part of strategic reading in CSR's Plan; Preview, Click and Clunk, Get the Gist, and Wrap Up. It requires the students to try and try the four strategies in conducting CSR technique. *Preview* is conducted before reading activity, '*click and clunk*' and '*get the gist*' are conducted when the reading ongoing, and *wrap up* is conducted when the process was done (after reading). When conducting CSR, students should be active in learning as student-centered, than teachers will manage and monitor when the technique was held. In the following sections Klingner and Vaughn (1998: 32-35) have delivered an explanation how to conduct for teaching of each strategies:

Preview

A strategy used to activate students in establishing background knowledge in order to help the students' prediction with what would be read by them, and bring them into interest. Students ask to preview a reading passage which presented before reading whole text. The aims of previewing are; learn as much as the students can read in fixed time, encourage their background knowledge compatible with topic of the text, and help students to establish some predictions about topics that students will be learned. Preview wants to provide and attract their interest about the topic. It also bring students become active reader from the onset. Preview asks students whether they have ever known about the text or recognized previews. The stimulation is by asking questions to students about what they learn from previews or skimming the title.

When students previewing passage, they have to look at the headings of the passage, underlined or bolded words, supporting pictures, graphs, and tables or another supporting guidelines to help students becoming two cases, those are; brainstorming about the knowledge in topic and make predictions about topic which will be studied by them. Students generate the ideas and interpret their background knowledge and predictions. Conducting the preview section can be easier if making small group.

Click and Clunk

The second strategy is ‘click and clunk’. It is one of strategy in CSR which ask students to monitor their comprehension when reading take place and for fix up when students find troubles in understanding the text. Students conduct Click and Clunk strategy when they read each part of passage. According to Klingner and Vaughn (1998: 33), when students apply ‘click and clunk’ strategy, it purposes to teach them how to conduct monitoring their reading comprehension and how they identify if getting troubles in understanding. Clicks are section when reading process, the reader said clicking “click, click, click”. It means clicking is comprehension in part of the text when the reader can make sense and proceed smoothly. Then, when students find such as word, idea, or concept which does not make a sense, then “clunk” or clunking is applied if when the comprehension was broken. For example, when a student does not know the meaning or cannot make a sense by the word, it is time for clunking.

When they get problems in reading or learning, it will fail in monitoring their understanding when they read. So, students execute ‘click and clunk’ section is to learn them for paying attention when students have understood or failed in getting meaning from what they read or being read.

After students identifying clunks from the passage, the next process, students use "clunk cards" for suggesting to remind about various fix up strategies. The clunk words are fixed up by the instruction in the clunk cards. Each clunk card gives a different strategy for figuring out a clunk word, concept, or idea. It tries to make sense for the meaning of the clunks.

Get the Gist

The next strategy is *get the gist*. It purposes to help students in identifying main ideas each paragraph when reading ongoing. "Get the gist" is learned by students to identify base topic or main idea in each part of text (paragraph). When teaching students, "get the gist" purposes to make statement by using students' own words from important point of the paragraphs to make sure their understanding. This strategy can develop students' comprehending and easier to remember what students have learned.

Conducting this strategy provides students to recognize the important point about something, like time, place, or person in a paragraph which read by students. Then students are asked for telling it by own words what are the important idea that they found about place, person, or things. Providing the gist in few words as possible as students can do when they present the meaningful thing and not emphasize in details.

Wrap Up

The last strategy is wrap up. Wrap up asks students to produce question and make reviewing about main ideas of the text that was read by students. Formulating questions can be conducted for wrap up strategy or answering about the text by reviewing key ideas and getting the gist. Wrap up strategy has purpose to develop their knowledge of text, understanding of meaning, or remember of what students have been read.

Generating questions by students can be asking for the information which important about the passage. The best part in teaching *wrap up strategy* is telling students to make questions which started by; who, what, when, where, why, and how (5W + 1 H). It is convenient idea for students to assume that some of them as teachers and think of questions that will be asked to find out and test if their friends as student truly comprehend that have been read by them. Then, another student must answer the questions from their friend. If the questions cannot be answered by students, it means that it was not a good question. So, the students should clarify their understanding of the text. Wrap up indicate to summarize and retell the information or context of text.

2.) CSR Materials

Klingner and Vaughn (1998: 35) explain that in CSR method there are materials which may be helpful the students when assisting

use comprehension strategies and cooperative learning techniques simultaneously. The materials that needed for conducting CSR are cue cards and sheets, CSR learning logs, reading materials, and timer for reminder.

Cue Sheets

The first material is cue sheet. Cue sheet shows about procedures that must be followed by students in cooperative learning. Cue sheet also gives structures and supports for students when learning CSR. Every roles becomes corresponding about cue sheet and explains each steps which have to be applied to fulfill the roles. Cue sheet helps students to still focus on their task and raise their confidence. When students feel insecure in doing each roles, they have to conduct the cue sheets continuously according to be ordered.

CSR Learning Logs

The second is CSR learning logs. It might make students can keep and track their learning process ongoing. It provides them to follow up what have been learned. Learning logs fulfill additional the ways for record what have been found as ideas in applying the strategies. Notebooks or journals are made from some fold paper and stapling in one side can be used to write the learning logs. Learning logs can be written document of learning and become better study guides.

Reading Materials

The third is reading materials. Reading materials can be said as material that will be read. Designing CSR is to be used for expository the text that encountered in academic term and such as another content in textbook areas. Then, it would be good if selecting reading material which has formed well, interested, and conducive to implicate strategies. The material has characters to provide the clues to help students in predicting topic that will be learned. It shows that CSR can be used in recount text.

Timer

Timer can be optional and adjusted. For timer, students can set the time by themselves and according to their group needs. It purposes to help their groups to conduct their learning activity, one by one steps of CSR. For example, students write down what they have already known about the topic and time keeper serves and set 5 minutes to do it. In other way, teachers can set a timer to conduct all students according to the groups and do each strategy in fixed time. It is not recommended for the first day but for someday when students can consider how work together in groups. So, they can imagine how the process of strategy works.

3.) Reciprocal Strategy (Feedback)

Reciprocal is models comprehension strategies through

guided group discussions. It means reciprocal is the ways for teacher to guided feedback about what have been learned by the students. There are four strategies to conducting feedback; summarizing, question generating, clarifying, and predicting. According to Rahman (2015: 45) reciprocal strategies are:

- **Summarizing** gives chance for identifying and integrating important point from the text. It can be summarized into sentences or paragraph including the main information. It means when students start the reciprocal procedures, generally they have to do focus on the sentences and the paragraph. Then, if they are more proficient, they can integrate the passage levels or each paragraph.
- **Question generating** was strengthen than summarizing method. Question generating brings students one step or more in comprehending process. The reason of students giving questions firstly is identifying kind of text to know the specific information which enough provided to give advice for question. Then, they indicate the information in self-test form or questions generating to ensure that students can answer their self-questions. It means question generating is flexible strategy in extenting students that can be encouraged or taught generating of many questions at each level.

- **Clarifying** is an important activity when working at students that have difficulties in comprehension. The students might believe that the aim of reading is delivering the words correctly. They will feel uncomfortable if the fact and words of passage do not make a sense or disconnected each other. It is possible when students ask to explain, their attention is directed to many reasons why the text is difficult to understand, such as unfamiliar words, new vocabulary, and unclear meaning sentences. So, they have to take necessary measures to recover the meaning as well as reread the sentences or asking for helps.

- **Predicting** occurs when students suppose what is the next discussion of the text. If want to do successfully, students have to be active guessing their knowledge about the background that have seemed on the headline. In reading, the student's objective is to confirm their supposition. Then, students create the chance to connect the new knowledge and unite their knowledge with the text. Predicting facilitates from the structure of the text by learning the headings, subheadings, and questions imbedded about the text to know what maybe occur next.

4.) **Advantages of CSR**

Many studies show that Collaborative Strategic Reading (CSR) gives positive responds if conducted to guide students in

reading comprehension. According to the Klingener and Vaughn (1998: 32) CSR is a series of strategies that exemplary to teach reading comprehension, it builds many vocabularies and works the task in cooperatively. It shows that CSR was method which has many advantages. The advantages of CSR can assist students to improve the skill of reading mastery, especially reading comprehension. According to M. J. Z. Abidin, he states that advantages of conducting Collaborative Strategic Reading (CSR) are following statements:

- a. Helping to improve student's academic achievement
- b. Promoting memory of the students
- c. Developing their satisfaction in learning experience
- d. Developing oral communication skills of the students
- e. Enhancing students social skill with each other
- f. Increasing self-confidence each students
- g. Supporting of positive race relation

So, the aims of Collaborative Strategic Reading method based on the advantages are help and make students easier to develop the reading comprehension skill of students by conducting in groups and make skillful understanding in reading material of a task.

C. Cooperative Learning

The instruction applies in a little group where students learn together to increase their learning competence with peer-students is called as cooperative learning. It means that in cooperative situation, each member makes effort to reach the same goals. Newman (1987:21) add cooperative as a little team of students do learning together to finish a task, solve a problem, or achieve the cooperative goals. In Jacob's opinion (1997:45) he assumed that organizing and managing team work for working *cooperatively* in small team to reach academic pattern like an affective and social goals are called cooperative learning.

In brief, cooperative learning is learning or finishing off a problem in a small group to have the same goals in solving the problem together. Johnson et al., (1991:2) elaborate five components of Cooperative Learning as follows:

a) **Positive interdependence.**

In team work or work cooperatively, the students assume that they need each other members for finishing their tasks. It makes them becoming a positive interdependence with each other. Treating students in positive interdependence, teachers create system to learn and assure that all members of group helped each other (mutual goal). Then, students get rewards to appreciate if their groups reach the

criteria and give bonus (join rewards). Students also share opinion or knowledge for each other and divide assignment role in doing the task.

b) Face-to-face promotive interaction

In promoting face to face interaction, students try to share, help, and encourage their efforts in learning together. Students are also discussing, teaching, and explaining to each other what they are known to classmates. Then, teacher tells every aspect of the assignment and organize the groups according to student seat which knee-to-knee (be faced with their friends).

c) Individual accountability

In cooperative learning, students will get assessment in frequently and the assessment results are shared to each individual or group. In this part of manage students individual accountability, teacher can give test each individual students or can select one member of group randomly to give an answer.

d) Interpersonal and small group skill

Using cooperative learning, teachers try to learn social interaction purposefully because as academic skill. Social interaction is skill how students are mutually responds and interact well to each other. In a group, if each member does not have social skill, the group will be not function in effectively. Social skill includes trust-building, leadership skill, good communication, management conflict, and making decisions.

e) **Group processing**

In processing of cooperative learning, teacher manages students group processing by giving assignment, for example; (1) list what are the action that can help your group becoming more successful tomorrow, (2) list two members who the action make the group more successful. From that assignment, teacher monitors working of the group and share feedbacks how a group can work together well in learning process. So, a group needs more time to discuss how they should achieve the goal and maintain working effectively in relationship each member as group processing.

D. Recount Text

1.) Meaning of Recount Text

One types of text that tells past event is recount. Recount text tells to the reader about what have occurred. Recount text is interpreted as retelling text that explain an experience which ever experienced by the writer. It retells a past event. When retelling an experienced story, the writer explains how the event happened from the orientation until the solution of the event. According to Pardiyo (2007: 63), Recount is begun by telling what is occurred; who are involved; when and where it occurred, to the reader. It is retelling sequel of events and aims to entertain and also inform the reader or both.

Then, based on Anderson & Anderson (2003) recount is bit of text that retell about past occurrence, which usually tells how that happened. Based on the definition from experts previously, we can summarize that recount is a text telling about an event or person experience. It purposes to retell a person experience from beginning to end. In other hand, recount text can entertain and give impression to the readers based on the author's experience. The readers also can take the purpose or trustees (message) in it.

2.) Purpose of Recount Text

Recount aims to retell a person experience from beginning to end in coherently. Derewianka (2004: 18) assumed the recount text purposes describing the experiences in past time such retells orderly the events that happened (chronologically order). To reach the aims, a recount text has set of stages which different:

- a.) Starting with an orientation to show the readers about the ideas involved such as whom, where, when, etc.
- b.) Indicating event series in orderly are becoming a chronological sequence.

Writing recount text is to retell event series which objectives to entertain and inform the audience or both of reader and writer. Frequents is used to words, which connected events with the time, for example after, next, first, then, when, before, and etc. Frequents are

explaining the events used of adverbs (for describing in details to make interest in the recount) and verbs (show the action in events).

3.) Types of Recount Text

a) Personal Recount

Personal recount retells events that author involves in the event, for example; unforgettable experience, embarrassed experience.

b) Factual Recount

Factual recount records an accident that happened, for example; police report, science experiment.

c) Imaginative Recount

Imaginative recount is written by author imaginary and give explaining details of events, for example; a day becoming a princess.

4.) Features of Recounts and Conventions

In recount text, there is title that shows the summarization of the text as heading. For tenses that used by recount text is using past tense verbs, and use frequent that connect with events of time, for example; next, later, when, then, after, before, first. Then, a recount text describes sequel of events, so it oftentimes use action word of verbs, and adverbs to describe or explain more detail to verbs.

Besides that, based on Anderson & Anderson (2003), in recount text also exist language features that usually can be found indeed, the language features are:

1. descriptive words about who, what, when, where, and how; to give details
2. words as connectors for showing order of events; first, next, then, etc.
3. using past tense in retelling the events;
4. compatible nouns for identifying what are involved in the text.

5.) Structure of Recount Text

Meanwhile, recount text is structured by 3 parts, based on Mukarto (2007: 62) states that generic structure or rhetorical features consist of 3 structures:

- **Orientation** – it tells about information of the background to answer the question of 5W questions; who, what, where, when, and why.
- **List of Events** – it presents events which will identify and describe in chronological order. Usually, recount text use conjunction or connective like: first, second, then, next, finally, etc. They show the sequence of events.
- **Reorientation** – it shows including comments that clarify a personal opinion in the matter of the events described.