

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The purpose of this discussion is to set the theories, research report, and review concerning with reading comprehension and collaborative strategic reading. Therefore the discussion mostly focuses on several headings: reading, reading comprehension, kind of the text, collaborative strategic reading (CSR).

#### A. Reading

##### 1. The Nature of Reading

There are many definition of reading, each expert defines the term “reading” differently. Reading is a process of communication information between a writer and reader. Hossein (2008) defines that reading is an integral part of academic affairs and it is equally important outside academic context. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are so-called reading strategies that are attested to improve reading.

Wallace ( 1998: 4) states as follows:

“Reading is interpreting which means reacting to a written text as a piece of communication. In other words we assume some communicative intents on the writer’s part in which the reader has some purposes in attempting to understand.”

Moreover, De Bour and Dalman ( 1964 : 22 ) define reading as an activity, which involves the comprehension and the interpretation of ideas, which is symbolized by a written language. Stephenson (2009:14) states “Reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment”.

From the definition above, it can be concluded that reading is a process to get or understand ideas, which are symbolized by a written or printed language as a piece of a communication.

## **2. Reading Strategies**

Reading is an integral part of academic affairs and it is equally important outside academic context. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. Brown (2007:119) defines strategies as the “specific of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and context change.

Pani (2004:355-362) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read”. Good readers apply more strategies more frequently and more effectively than poor readers.

Grellet (1998:4) offers some strategies in reading comprehension as follows:

**a. Scanning**

Scanning is reading quickly going through a text to find a particular piece of information. Williams (1996:100) states “Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information”. It involves these steps:

- 1) Determine what key words to look for.
- 2) Look quickly through the text for those words.
- 3) When you find each word, read the sentence around it to see if they provide the information being sought.
- 4) If the text provides the information being sought, don't read further. If they do not provide the information being sought, continue scanning.

Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

**b. Skimming**

Skimming is reading quickly running one's eyes over a text to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what about the text is. The reader skims in order to satisfy a very general curiosity about a text. It

also helps the learners thought and specify what information they can get from a book, so that their subsequent reading is more efficient. Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas.

**c. Extensive reading**

Extensive reading is reading longer text, usually for someone's pleasure. This is fluency activity, mainly involving global understanding. In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help. These large quantities of reading materials provide large amounts of comprehensible input student's new language in order to make progress toward overall command of the language. This does not only benefit reading proficiency but overall language proficiency as well. Champbell (1989) states the other characteristics generally thought to be among the most important for making extensive reading successful includes:

- 1) Students choose what they want to read
- 2) Students take a part in post-reading activities
- 3) Teachers read with their students, thus serving as role models of good readers
- 4) Teachers and students keep track of students' progress
- 5) Teachers provide help and guidance where needed.

All these characteristics were taken into account in the reading course where this research was conducted, and focused mainly on teachers and students keeping track of student progress, specifically using the reading journal.

Extensive reading is carried out to achieve a general understanding of usually somewhat longer text. Most it is performed outside the class. Pleasure reading is often extensive. It can sometimes help learner get away from tendency to overanalyze or look up words they do not know, and read for understanding.

#### **d. Intensive reading**

Intensive reading is reading shorter text, to extract specific information. This is more an accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. Teacher provides direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in depth with various selected aspect of the text. Intensive reading calls student's attention to grammatical form, Discourse makers, and other surface structure details for understanding literal meaning, implications, rhetorical relationship and the like.

If the student know what reading strategies are and how to apply it, it will facilitate them in reading, although there is no single set of processing strategies that significant contribute to success.

### **3. Reading Activities**

Developing reading activities involves more than identifying a text that is “at the right level,” writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students as readers through pre-reading, while-reading, and post-reading activities.

## **B. Reading Comprehension**

### **1. The Nature of Reading Comprehension**

Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension is the essence of reading and the active process of constructing meaning from text. Therefore reading comprehension is the act of understanding what we read Durkin (1993).

Reading comprehension is keys to school success. To help students construct meaning from the text, teacher need to offer the important strategy to support students’ reading comprehension in learning process. Catherine (2002:11) defines that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

- The reader who is doing the comprehending

- The text is to be comprehended
- The activity in which comprehension is a part

According to Van den Broek & Espin (2012) stating that reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of text.

From definitions above, we know that reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

## **2. Strategies of Reading Comprehension**

The strategy is an overall approach with regard to the implementation of the idea, planning and execution of an activity within a certain time. Brown (2007:119) defines strategies as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”.

There are many strategies of reading comprehension from experts. Brown (2001) points out that “reading comprehension is a matter of developing appropriate, efficient comprehension strategies”. He goes on to enumerate ten such strategies:

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom up reading
3. Use different silent reading techniques for relatively rapid reading
4. Skim the text for main idea

5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you aren't certain
8. Analyze vocabulary
9. Distinguish between literal and implied meaning
10. Capitalize on discourse markers to process relationships

### **3. The Factors Influencing Comprehension Ability**

Reading comprehension is not an easy process. It requires a number of basic abilities. There are some factors that influence the development of comprehension. Dawson and Bawman ( 1967: 220-223) state that there are five factors which influence the comprehension ability. They are intelligence, experience, mechanics of reading, interest and interest span, and skill of comprehending.

### **4. Improving Reading Comprehension Ability**

Improvement in comprehension can be achieved through reading in context during the regular reading period, through reading activity during other parts of the school day and through the use of practice exercise set up to improve comprehension, Dalman ( 1982: 174 ) states as follows :

- a. Improving through incidental means.
- b. Improving through practice exercise.
- c. Questioning as a teaching for improving comprehension.



## **C. Collaborative Strategic Reading (CSR)**

### **1. The Definition of Collaborative Strategic Reading ( CSR )**

There many definitions of Collaborative Strategic Reading (CSR). Klingner and Vaughn (1996) Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally designed for teacher-led small groups of students in special education whose first language is not English. It was later adapted to cooperative learning and peer-led small group instruction in general education classes.

Furthermore, Bremer, Vaughn, et al. (2002: 1) states that CSR is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar & Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987) or student pairing.

Supporting to the Bremer, Vaughn , et al. ideas, Klingner and Vaughn (1999:285) state that there are four strategy in the Collaborative Strategic Reading. Each of the strategy is taught separately and procedures for integrating them are provided by the teacher after the students acquire two of the four strategies. Both Click and Clunk and Get the Gist are practical during reading. These strategies contrast with Preview, which occurs after reading. The sidebar provides a visual overview of each of the strategies and when they are used.

Based on the explanation above, it can be assumed that CSR is a reading comprehension strategy which engages students of various reading and achievement levels work in small group cooperatively in applying the

four reading strategies which include Preview, Click & Clunk, Get the Gist and Wrap Up to facilitate reading comprehension for students with reading, learning, and behavior problems included in general education classrooms.

## **2. Strategies of Implementing CSR**

The Roles of Students learn four strategies as part of CSR's plan for strategic reading according to Janette K. Klingner, Sharon Vaughn (1996) :

### **Strategy 1: Preview**

Teacher asks students to preview the entire passage before they read each section. The goals of 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.
- 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.

### **Strategy 2: Click and Clunk**

Student 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: “Click, click, click” – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, “Clunk”- comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

### **Strategy 3: Get the Gist**

Students learn to “get the gist” by identifying the most important idea in a section of text ( usually a paragraph ) . The goal of getting the gist is to teach students to restate 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.

### **Strategy 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 (the 5 W and 1 H)

### 3. The Roles of the Students in CSR

According to Klingner and Vaughn (1996) states that student's roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Role should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the leader. Students can perform more than one role at a time, if necessary.

Possible roles including the following:

a. Leader

This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

b. Clunk expert

This student uses clunk cards to remind the group of the steps to follow when trying to figure out and difficult word or concept.

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

This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group

members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

e. Reporter

During the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generate.

#### **4. The Roles of the Teacher in CSR**

Stated from SREE Conference Abstract Template (2010:3) that once the teacher has taught the strategies and procedure to students in implementing the four reading strategies in Collaborative Strategic Reading (CSR), teacher role is to circulate among the groups and provide ongoing assistance. Teacher can help by actively listening to students' conversations and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. It is expected that students will need assistance learning to work in cooperative groups, implementing the strategies, and mastering academic content.

Klinger and Vaughn (2001) states that the role of the teacher in implementing CSR is considerable. Initially, the teacher provides the model and the think-aloud insights that allow each student to see the strategy at work. The teacher also provides sufficient examples and

opportunities for individual and group practice, so that each student becomes a proficient implementer of each of the strategies. After students become proficient in the use of each of the strategies, the teacher models how the strategies are integrated when reading text. The teacher also provides an overview of how collaborative groups work and teaches students the roles and responsibilities of each member of the group. After the groups are functioning, the teacher's role is to guide and provide feedback to groups while they work.

Many teachers find it useful to provide an overview to the class about what they are going to read prior to asking groups to implement CSR. This overview can include:

- Telling students topic
- Connecting the topic
- Teaching proper noun
- Providing instructions about the number of pages to read, the amount of time for students to work in their groups, and the activity that must be completed when the time is up.

Teacher also find it useful to pull the groups together and to provide debriefing and whole-class instruction following the implementation of CSR. During this time teachers may

- Ask announcers from the group to identify their clunks and to discuss clunks that several groups identified; this also provides opportunities to practice clunk strategies

- Ask announcers from each group to identify a gist from a designated passage, compare gists across groups, and discuss what makes a gist very good
- Give groups an opportunity to ask other groups questions that they generated during Wrap-Up

## **5. The Role of the Materials in CSR**

Klingner and Vaughn (1998:35) states there are some materials may be helpful as teacher assists students to use both cooperative learning techniques and comprehension strategies. These materials are as follows:

### **a. Cue sheets**

Cue sheets outline the procedures to be followed in cooperative learning groups and provide structure and support for students while they are learning CSR. Each role comes with a corresponding cue sheet that explains the steps to be followed to fulfill that role (see below, for a sample). Cue sheets seem to help students stay focused and on task, and increase their confidence. Students should discontinue use of the cue sheets when they feel secure in carrying out their roles.

Figure 2.1 CSR Leader's Cue Sheet

Before Reading	During Reading	After Reading
<p><b>Preview</b> Today's topic is _____.</p> <p>Let's brainstorm everything we already know about the topic and write it on your learning logs.</p> <p>Who would like to share their best ideas?</p> <p>Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs.</p> <p>Who would like to share their best ideas?</p>	<p><b>Read</b> Who would like to read the next section?</p> <p><b>Click and Clunk</b> Did everyone understand what we read? If you did not, write your clunks in your learning logs.</p> <p>[If someone has a clunk] Clunk Expert, please help us out.</p> <p><b>Get the Gist</b> It's time to Get the Gist. Gist Expert, please help us out.</p> <p>Go back and repeat all of the steps in this column over for each section that is read.</p>	<p><b>Wrap up</b> Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs.</p> <p>Who would like to share their best question?</p> <p>In your learning logs, let's write down as much as we can about what we learned today.</p> <p>Let's go around the group and each share something we learned.</p> <p><b>Compliments and Suggestions</b> The Encourager has been watching carefully and will now tell us two things we did really well as a group today.</p> <p>Is there anything that would help us do even better next time?</p>

Adapted from Texas Center for Reading and Language Arts (2000). *Professional Development Guide: Enhancing Reading Comprehension for Secondary Students-Part II*. Austin, TX: Texas Center for Reading and Language Arts

b. Reading Materials.

CSR was designed primarily to be used with expository text found in social studies and other content area textbooks, yet CSR can also be used with narrative text. You should select reading material with well-formed, interesting passages that are conducive to strategy application. Such material is characterized by the following:

- Provide clues that help students predict what they will be learning
- Have one main idea in a paragraph
- Provide context that helps students connect information



c. CSR Learning Log

CSR learning logs enable students to keep track of learning "as it happens" and provide a springboard for follow-up activities. Logs furnish an additional way for all students to participate actively in their groups. Logs can be used for recording ideas while applying every strategy, or only used for some of the strategies (e.g., for writing down clunks and key ideas). Logs might be kept in spiral-bound notebooks or journals made by folding paper in half and stapling on a construction paper cover. We may create a different learning log for each social studies or science unit; these logs provide written documentation of learning and become excellent study guides.

**Figure 2.2 CSR Learning Log**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Brainstorm:</b> What do you already know about this topic?	<b>Predict:</b> What do you think you will learn by reading this passage?
<b>Clunks:</b> Please list your Clunks.	
<b>The Gist (main idea):</b> Write the Gist of the section you read.	
<b>Make questions:</b> Make questions about main ideas.	<b>Review:</b> Write something important they learned.

Adapted from Texas Center for Reading and Language Arts (2000). *Professional Development Guide: Enhancing Reading Comprehension for Secondary Students-Part II*. Austin, TX: Texas Center for Reading and Language Arts. For use in the classroom, this figure should be expanded to fill an entire page.

d. Clunk Card

Each of four clunk card contains one fix up strategies. Fix up strategies included in the clunk card in this research are: (a) discussing with other group members and understand the clunk, (b) guessing the clunk from the picture, (c) rereading the sentences with the clunk and look for key ideas to help you figure out the unknown word, and (d) rereading the sentences before and after the clunk looking for clues.

e. Timer

A timer is optional. Kitchen timers that students set by themselves can help groups to remain on task and not get excessively bogged down with any one strategy or step in the CSR process. For example, the timekeeper might say, “We have 10 minutes to write down everything we already know about the topic.” Then the timekeeper would set the timer for 10 minutes.

## **6. Collaborative Strategic Reading and Reading Comprehension**

Some linguists argue that Collaborative Strategic Reading can improve reading comprehension. First, Janette K. Klingner and Sharon Vaughn ( 1998 : 32 ) say that CSR is an excellent technique for teaching students reading comprehension, building vocabulary, and working together cooperatively since it used social studies and finally, it is turned beautifully. Secondly, Dr. Domino in Klingner (1998) argues that teaching the strategies can be

challenging, CSR used “explicit comprehension instruction”, that it self-regulation skills are needed to comprehend the text well. Thirdly, Palincsar and Brown (1998) states that CSR is reciprocal reading strategy in which students use four strategies to help them improve their ability to monitor and improve their own comprehension. Fourthly, Pekulski (1998) argues that sound pedagogy in reading comprehension instruction would call for teaching four or five strategies. Furthermore, the benefit for the students when the strategies are taught is to emphasize the grades consistently.

From the ideas above, it can be concluded that CSR is able to make the learners learn metacognitive knowledge, build their vocabulary, work together cooperatively and improve learners’ reading comprehension.

#### **D. Preparing the Criteria of Success**

The mastery level is concluded based on the criteria stated in the curriculum 2013 where the target mastery is reached if the students masters at least 75% of the subject matter being taught. But, if the teachers in MTs Ma’arif Bakung Udanawu Blitar, the standard of the value is difficult for students. So, the teacher had determined the minimal score of students is 70.

#### **E. Previous Studies**

In the previous study, the researcher found out another researcher that in line with using material. It is a thesis entitled “ *Increasing students’ reading comprehension using think-pair-share (TPS) technique for the fourth year students at MI Miftahul Huda Kedungbunder by Nanang Fahrudin (2011)*”.

The result of research showed that think pair share technique was effective in increasing the students' reading comprehension. The researcher has two cycles in the research. In cycle I, the students' mean score was increased from 52% (pre-test result) became to 74% (cycle I post test result). In cycle II, the students' score higher than before (mean 81%). It means that classroom action research was success. Then, the researcher concluded from those data, think pair share technique is suitable in reading because it could make students more creative and increase students' participation and their scores in reading comprehension.

The other previous study is from thesis entitled “ *Improving Students' Reading Comprehension Ability in Recount Text by Using Sematic Mapping of the Eight Grade At SMPN 1 Durenan in the Academic Year 2013/2014 by Durotu Akyun*”. The implemented technique gave positive result on the students' scores. The criteria of success are achieved when 75% of individual students' score in reading is equal to or above 75. In fact, the result of the test showed that after the implementation of the sematic mapping 32 students' (94%) get the score above 75 (KKM) and the average score is 88,7, the semantic mapping could be used as alternative technique for teacher in helping the students' comprehend recount text by following procedures.

Based on the previous studies, the writer initiate to apply CSR to teaching English to improve student reading, comprehensionability using CSR for eight grade students of MTs Ma'arif Bakung Udanawu Blitar.