**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This Chapter discuss about the several related topics that will stress on the implementation of this research. 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. It is a line with Vacca, et al.,( 1991) stating that in reading, a reader tries to understand ideas that a writer has put in a text. Reading in this process involves decoding and comprehension process. Decoding process means the process of saying word into a representation similar to oral language either silently or aloud, whereas comprehension process is the process of understanding the representation ( Carnine et al., 1990 ). In the other words, the understanding of the text triggers from decoding process to comprehension process interactively.

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Wallace ( 1998: 4) adds that 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.

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.

1. **Reading Strategies**

Language teachers are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in the native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stoping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important fungsions of the language instructor, then is to help students move past this idea and use top-down strategies as they do in their native language.

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

1. **Scanning**

Scanning is reading quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly inorder to find a particular point of information (Williams, 1996:100). 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 provide 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.

1. **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 help 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.

1. **Extensive reading**

Extensive reading is reading longer text, usually for someone’s pleasure. This is fluency activity, mainly involving global understanding. In this type of course, students are usully given more freedom tochoose reading materials that attract them and they are more responsible in finding materials whitin their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by the teacher. In an extensive reading course, almost all reading is done outside of class, without teacher’s aid. The text is always to be read for comprehension of main ideas, not of every details word. Extensive reading is carried out to achieve a general understanding of usully some what longer text. Most it is performed outside the clas. 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.

1. **Intensive reading**

Intensive reading is reading shorter text,to extract specific information. This is more an accurancy 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 dept 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.

1. **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.

1. **Reading Comprehension**
2. **The Definition of Reading Comprehension**

Expert give different explanations concerning with reading comprehension. Reading comprehension is the act of understanding or the capacityto understand( Adam, 1995). It requires information from context and combines disparate elements into a new whole using schemata to interpret a text to construct meaning. Moreover, understanding information in the text and changing the knowledge that a reader uses to understand it are also included in reading comprehension ( Mc Neil, 1992 ). Therefore, reading comprehension is a process of making inferences, activating, appropriate concepts, relating new information with the old one, creating picture images, and reducing the information in the text to a main idea.

1. **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 Bamman ( 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.

1. **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, as stated by Dalman ( 1982: 174 ) as follows :

1. Improving through incidental means.
2. Improving through practice exercise.
3. Questioning as a teaching for improving comprehension.
4. **Collaborative Strategic Reading (CSR)**

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

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 ( Klingner, J.K and Vaughn, S, 1996 ).

**2. Strategies of Implementing CSR**

The Roles of Students learn four strategies as part of CSR’s plan for strategic reading:

**Strategy 1 : Preview**

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

1. For students to learn as much about the passage as they can in a brief period of time ( 2 – 3 minutes ).
2. To activate their background knowledge about the topic.
3. 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**

Students 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 include the following :

1. 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.

1. 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.

1. Announcer

This student calls on different group members to resd or share an idea. He or she makes sure everyone participates and only one person talks at a time.

1. 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.

1. 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**

Once the teacher has taught the strategies and procedures to students and they have begun working in their cooperative learning groups, 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.

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

The following materials may be helpful as teacher assists students to use both cooperative learning techniques and comprehension strategies. For example, cue cards or sheets can be effective reminders of cooperative learning roles.

1. Cue sheets.
2. Reading Materials.

**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 and excellent technique for teaching students reading comprehension, building vocabulary, and working together cooperatively since it used social studies and finally, it is turned beautifully.

**C. THE CLASSROOM ACTION RESEARCH**

John Elliot ( depdiknas, Dirjen Dikdasmen, 2005 : 7 ) says that “ the classroom action research is a research about the social condition in which the aims of research about the social condition in which the aims of research are improving the activities quality in the classroom, and the whole process consist of ; analyze, diagnosis, plan, implementation, observation, effect and making relationship between self-evaluation and professional developing”.

The steps of Action Research are :

1. Planning.
2. Implementing of Action.
3. Observing.
4. Reflecting.