

## **II. LITERATURE REVIEW**

This chapter discusses the concepts and findings which are reviews from related literature which are expected to contribute to the findings of the research.

### **2.1. Reading**

Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is an interaction result that represented from the perception of graphics symbol to the readers language skills. According to Grabe (2009), reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language. While, Clark and Silberstein (1987: 21) also define reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning.

Reading is the association of written symbols recognition from a written text with the existing knowledge and the comprehension of the readers to get the information and the ideas. It also has an active cognitive process or mind of interacting with the printed material or written text. Furthermore, Smith (1982: 166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge. It can be said that the background knowledge takes an important role in order to determine whether the readers able to get the idea of a written text or

not. Insufficient background knowledge will make the readers hard to comprehend the text.

McDonough and Shaw (1993) stated that the aim of teaching reading is to develop the students' skill so that they can read English texts effectively and efficiently. To be able to do so, the reader should have particular knowledge in their mind before they interact with the text. It means that to comprehend the text, the readers should involve their mind actively includes asking the questions dealing with the context. The questions are the tool to be able in comprehending the text. When the questions are asked on their mind, the readers will look for the answers by collecting the ideas from the text.

The explanations above directly assume that to get a good reading skill, the readers do not only read a whole of the text, but are also involved the active process of mind including building the background knowledge and formulating the questions related to the text.

## **2.2. Reading Comprehension**

The important thing that should be known before starting to define reading comprehension is the reading itself. Reading is a construct process of guessing and an active process of deriving meaning (Grellet, 1981:7).

Nuttal (1985) states that reading means getting out of the text as nearly as possible to the message that the writer put into it. While the short definition comes from Dechant, (1982) defines reading as a thinking through print. Reading is more than knowing what a letter of alphabet stands for; it involves more than recognition that is without comprehension, no reading take place. Therefore, when the reader

can read the words but they do not understand what they read, they were not really reading (Dallman, 1982).

The idea of comprehension also emphasized by the definition of Grabe et al. (1986:27) that states reading can be defined loosely as the ability to make sense of written or printed symbols to guide recovery of information to construct a plausible interpretation of the written message. Furthermore, it is supported more by Simanjuntak (1988:4), states that comprehension is the first point to be made about reading process.

The statements above state that comprehension has taken an important role in reading process. Reading is not a simple way which only making sound of the text but also it is the process of comprehending the text itself. The reading includes comprehension will achieve not only the understanding about the surface meaning but also the important points and the plausible interpretation of the reading text.

It can be inferred that reading comprehension means the students must use the cognitive skill and the knowledge of the world when the reading process is held. By combining those elements, the students can interact and understand the idea of the printed or written symbols.

### **2.3. Aspects of Reading**

Mikulecky and Jeffries (2004) divided aspects of reading comprehension into ten different parts:

#### **a. Scanning**

Scanning is the high-speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words.

**b. Previewing and Predicting**

Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess" about this book.

**c. Vocabulary Knowledge for Effective Reading**

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.

**d. Topics**

Finding the topic of the passage is the others strategy to read for meaning. It gives an advantages to use a question the topic the text are reading about such as what is the general idea?, What is this?

**e. Topics of Paragraphs**

In a paragraph contains sentences that have same aspect related to the text.

**f. Main Ideas**

The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

**g. Pattern Organization**

Mickulecky and Jeffries classified four common patterns while reading comprehension, they are, first, list of related ideas, sequence, comparison/contrast and cause effect.

**h. Skimming**

Getting the general sense of a passage or a book fast could save the reader's time.

**i. Making inference**

Some reading passages do not state the topic. Therefore, the reader has to make the inference by guessing and finding the clue.

**j. Summarizing**

Summarizing from the important key points is to retell a reading text and to make shorter form.

Whereas, according to Nuttal (1985), there are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows:

**a. Identifying Main idea**

Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words (Kelly, R. 2004). The main idea is important to a reader because it tells what the story is mainly about.

**b. Identifying Details**

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. As stated by Segretto (2002:12) that supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help to see the big picture in a text.

**c. Determining Inference**

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the student take clues from a story plus what they already know from their own experiences to decide what the teacher means. The teacher will not always tell students everything, so it needs to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

1. Think about the type of information the teacher is giving.
2. Think about how the topic of the text relates to own life or the experiences of students have had.

**d. Understanding vocabulary**

The communication will success or not it depends on the accurate vocabulary understanding. It means to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply lettersound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary.

Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

**e. Reference**

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less tone to identify the referents of a pronoun when the referent

has been mentioned recently in the text than when it was mentioned earlier (Young, 2011:146).

There are two kinds of theory related to aspect of reading comprehension that included in this research. The first is from Mikulecky and Jeffries (2004) that formulated aspect of reading comprehension in ten parts, namely scanning, previewing and predicting, vocabulary knowledge for effective reading, topics, topics of paragraphs, main ideas, pattern organization, skimming, making inference, and summarizing. The second theory is from Nuttal (1985) that divided into five aspects, namely identifying main idea, identifying details, determining inference, understanding vocabulary, and reference.

When the theories above have been compared, the researcher decides to take the second theory to be used as the foundation of this research. There is only one consideration, that is, the object of the research is junior high school students where they need a simple implementation of reading comprehension. It can be seen that the first theory is much more complicated than the second one where it makes them must conduct the ten aspects. While the second theory only need to conduct only five steps to comprehend the text. So that, the second theory will be simpler and easier to be implemented to the junior high school students.

#### **2.4. Recount Text**

According to the practical guide for classroom teachers (Department for Education and Child Development of South Australia, 2012), recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative.

1. *Personal recount*. Retell an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.
2. *Factual recount*. Report the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
3. *Imaginative recount*. Apply factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.
4. *Procedural recount*. Record the steps in an investigation or experiment and thereby providing the basis for reported results or findings.
5. *Literary recount*. Retell a series of events for the purpose of entertaining.

The generic structure of recount consists of orientation, sequence of events, and re-orientation. The generic structure and the example will be given more by the table below.

**Table 2.1. Generic Structure of Recount**

Generic Structure	Recount Text
Orientation - provides the reader with background information needed to understand the text. e.g. who, when, where	During the holidays, our family went to Victor Harbor. We stayed in a holiday apartment. There were nine other apartments where we stayed. The hotel was very nice, from the backyard, we could see a beautiful sight of the beach.
Sequence of events – this is a segment where provides reader a series of events typically ordered in chronological order. In this example it is appropriate to include personal comments and evaluative remarks throughout the text.	After we unpacked our things, we went to the beach. At the beach we met our cousins and played with them.  Later on, Mum went shopping with my brother to buy some groceries. While she was shopping, Dad and I went fishing.



Re-orientation – this is the last segment of recount text consist of a summary statement/an evaluative comment/a return to the starting point.	On the last day of our holiday, we all went fishing again. We caught lots of fish. It was really cool fishing with Dad.
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## 2.5. Teaching Reading

Hedge (2003) states that any reading component of an English Language teaching may include a set of learning goals as the following:

- The ability to read a wide range of text in English. This is the language range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading technique according to reading purpose.
- Developing an awareness of the structure of written texts in English.
- Taking a critical stance to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose as goal in teaching reading. The aim of teaching reading is to develop students' skills that they can read English texts effectively and efficiently.

To be able to do so, the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques.

## **2.6. Strategy of Teaching Reading**

A strategy is a drawing on works in cognitive psychology and defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989). While in reading context, a strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task (Paris, Lipson, & Wixson, 1983; Paris, Wasik, & Turner, 1991).

Furthermore, Block (1986) indicates a reading strategy on how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. Last, Barnett (1988) refers reading strategist as the mental operations involved when readers purposefully approach a text and make sense of what they read.

The goal of all reading instruction is to help students become expert readers so that they can achieve independence and can use literacy for lifelong learning and enjoyment. Learning by using strategies effectively is essential to constructing meaning.

Readers who are not strategic often encounter difficulties in their reading (Paris, Wasik, & Turner, 1991). These early difficulties in reading may influence the way readers learn throughout the rest of their lives (Anderson, Hiebert, Scott, & Wilkinson, 1985).

There are many strategies of teaching reading and one of them is Collaborative Strategic Reading (CSR). Palincsar and Brown (1984) stated that CSR is a strategy used to teach students comprehending the text while working cooperatively.

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

In teaching reading, the teachers need a strategy that can make the students not only having a good voice when reading, but also having a good reading comprehension and being able to work cooperatively. CSR is an excellent technique which has a concept to teach the students reading comprehension by building their vocabulary achievement and working cooperatively.

Klingner and Vaughn (1996) are originally designed CSR by using a combination of modified reciprocal technique of teaching with cooperative learning. So that, it is actually derived from (1) modified reciprocal teaching (Palinscar and Brown, 1984) and (2) cooperative learning (Johnson and Johnson, 1987) or students pairing (Klingner and Vaughn, 2000).

Reciprocal teaching refers to an instructional activity in which students have small group reading sessions and the teacher help them learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. This technique is aided to help the students solve the problems of studying reading comprehension. While cooperative learning is a condition where the students work in teams on an assignment and the team members are held individually accountable for the complete content of the assignment.

Those two technique are combined into CSR concerning to the four strategies which are preview, click and clunk, get the gist, and wrap up. The first strategy, preview, is designed to activate the students' background knowledge and to make the prediction what they will learn before reading the text. The second strategy, click and clunk, guides to list the students' difficulty in vocabulary during the reading process and then solved by the fix-up strategies after reading. The third strategy, get the gist, teaches the students to find the main idea in of each section

of the text while they are reading. The fourth strategy, wrap-up, asks the students to summarize key ideas from the text and to generate questions about the material after reading. (Klingner and Vaughn, 1998; Vaughn et al., 2001).

The detailed explanations above prove that CSR is an appropriate and effective strategy to make an improvement for the students reading comprehension achievement and their activeness or learning participation.

## **2.8. The advantages and the disadvantages of CSR**

In using CSR, there must be the strengths and the weaknesses that will be elaborated in the following section.

### **a. The advantages of CSR**

Using CSR, the students are not only trained to have a capability in oral reading, but also to be more active and to be an independent reader. In addition to providing the instruction to lead the students in comprehending content area text as well as deciphering vocabulary and multisyllabic words, CSR also encourage the students to work in a peer interaction so that they can increase interest and persistence in the reading assignment.

The process of implementing CSR guides the student to be more accurate and fluent in reading the text, to indentify the words' meaning in detail, and to comprehend the text. Furthermore, the learner does not do those reading tasks alone, but involve the social environment by interacting with their partner.

### **b. The Disadvantages of CSR**

Even though CSR looks as an effective strategy for students' reading comprehension, it has a weakness. When perform CSR in the class, it needs

longer time to adapt and implement to the strategy based on the CSR procedure.

Collaborative Strategic Reading (CSR) can be concluded as the same as the other strategies because it also has strength and weakness. The strength is CSR trains the students' to be more active and to be the independent reader. They are encouraged to work in a pair which must involve their participation in order to get a good work.

The weaknesses are shown when CSR is being implemented in the class. It needs the longer time for the students to adapt and implement the CSR strategy which divided into four steps.

## **2.9. Procedure of CSR**

CSR can be implemented in two phases: (1) teaching the strategies, and (2) student pairing. The implementation steps described below were developed through a series of research studies (Bryant et al., 2000; Klingner and Vaughn, 1998, 1999; Vaughn et al., 2000, 2001).

### **Phase 1. Teaching the Strategies**

Students learn four strategies: previewing, clicking and clunking, getting the gist, and wrapping up. Previewing is used before reading the entire text of the lesson, and wrapping up is used after reading the entire text of the lesson.

The other two strategies, clicking and clunking and getting the gist, are used multiple times while reading the text, after each paragraph.

**a. Previewing**

The preview strategy activates background knowledge and establishes predictions about the text by scanning the pictures, captions, graphics, title, headings, subheadings, and key words. The objective of the preview strategy is to stimulate the students' background knowledge about the topic, to encourage interest and motivation to read the text, to make informed predictions about the text, to set a purpose for reading and to share and learn from other members of their group (Klingner, and Vaughn 1999; Vaughn et al., 2001).

**b. Clicking and Clunking**

After the students preview the text, they begin reading as they employ the click and clunk strategy. This second strategy is a self-monitoring device to be used during the students' reading of text. When the students click, they are recognizing words and their meanings in the context of the text. When they come to a clunk in their reading, they have found a word or section that they do not understand and pursue their comprehension of the text. Students then write down their clunks in their learning logs. After they have finished in reading a text, they begin to discuss and to solve their clunks. CSR involves four strategies to solve the clunks called as fix-up strategies, that is: *reareading*, *context clues*, *prefixes or suffixes*, and *morphemic analysis* (Klingner et al., 2001; Vaughn et al., 2001).

**c. Getting the Gist**

Get the gist is practiced while reading to find the main idea of the text. It is required after the students read each section of the text. Identifying the most important person, thing, and places in each section of the text are the first strategy that taught to students in order to make them easier in finding the

text. Furthermore, the students then brainstorm to establish the most important idea and rephrase that idea in only ten words or even less. They learn to define main idea while filtering out unnecessary details (Vaughn et al., 2001).

#### **d. Wrapping up**

The fourth strategy called as *wrap up* teaches the students to identify the most important ideas of the text that they have read and then assist them to understand and to remember what they have learned. Students are guided to generate questions and to review important ideas of the text. They take a role as a teacher and start to make questions by thinking about important ideas in the passage. It is truly advised that the questions should be started by who, what, when, where, why, and how. Then they continue to implement the second step of *wrap up*, *review*; it makes the students learn how to mentally organize the textual information and focus on comprehension of the text as a whole. Furthermore, they increase their understanding and memory of text by writing down the most important ideas they have learned from the passage.

### **Phase 2. Student Pairing**

This second phase is applied when the students have already learned the four strategies. They are categorized to be ready in implementing CSR after having developed proficiency in teacher led-activities and peer-led cooperative learning groups. The procedure for using these strategies with group is outlined below.

#### **a. Setting the Stage**

First, the teacher assigns students to work in pair. Each pair need to work together for comprehending the text based on the CSR procedure which consists the four steps.

### **b. Selecting the materials**

The following materials will be helpful for the teacher to assist students to use CSR and cooperative learning techniques (Klingner et al., 2001).

1. *Reading materials.* When selecting reading materials for CSR, the teacher will consider: (a) reading materials at students' instructional level, which generally refer to students being able to decode about 80% of the words correctly, (b) reading materials having themes and supporting details, (c) reading materials consisting of several paragraphs, and (d) reading materials containing clues/pictures for predicting.
2. *Clunk cards.* Each of the four clunk cards contains a fix-up strategy. The fix-up strategies in clunk cards include: (a) reread the sentences with the clunk and look for key ideas to help you figure out the word-think about what makes sense, (b) reread the sentence before and after the clunk looking for clues, (c) look for prefix or suffix in the word that might help, and (d) break the word apart and look for smaller words that you know.
3. *Timer (optional).* Timer is an optional material where it is used as a reminder for the duration when the students are doing the task.

### **c. Process**

The basic steps to apply CSR in cooperative learning group are as follows:

*Step 1:* The first step is introduction where the teacher introduces the topic, teaches key vocabulary, and provides instructions.

*Step 2:* The second step is a student pairing activity which are previewing, click and clunk, getting the gist, and wrapping up.



*Step 3:* The last step is discussion for what the teacher and students have done today. Teacher leads the discussion by reviewing the reading passage, solving the clunks problems, answering questions, and sharing some review ideas.

#### **d. Role of the teacher**

During the learners pairing activity, the teacher's role is circulating among the pairs, clarifying clunks, modeling strategy usage, redirecting students to remain on-task, and providing assistance. Based on the stages mentioned above, there will be a general procedure of teaching reading comprehension using CSR during the research. The researcher runs each treatment through the following steps:

1. Assign students to their pair.
2. Read passage using the step-by-step strategy:

##### **Before reading**

###### *Previewing*

Reading the first paragraph or section and encourage students to do these following procedures:

- Brainstorming: What do we already know about the topic?
- Predicting: What do we think we will learn about the topic when we read the passage?

##### **During reading**

###### *Clicking and clunking*

- Were there any parts that were hard to understand (clunks)?
- How can the clunks be fixed? Those can be solved by using four *fix up* strategies. First, reread the sentences with the clunk and look for key ideas to help students understand the word. Second, reread the sentence before and after the clunk in order to look for clues. Third,

look for prefix or suffix in the word that might help. Fourth, break the word apart and look for smaller words.

*Getting the gist*

- What is the most important person, place, or thing in the text?
- What is the most important idea about the person, place, or thing?

Do the second and the third step for all the paragraphs or sections in the passage.

**After reading**

*Wrapping up*

- Asking questions: What questions related to the each section of the text? What is the answer of each question?
- Reviewing: What have we learnt?

In the procedure of CSR, both teacher and students do the two different phases. First, teacher becomes the instructor who gives and teaches students the procedure of applying CSR. The students are guided to apply together in class on how to do *previewing, clicking and clunking, getting the gist, and wrapping up*. Last, after the process of teaching strategies has done, teacher divides the students in group include the different roles for each of them and monitor them when perform CSR in the class.

## **2.10. Theoretical Assumption**

Kligner, et al (2004:292), define CSR as a strategy to help students learn specific strategies associated with effective reading comprehension: brainstorming and predicting (preview), monitoring understanding the words (click and clunk), finding the main idea (get the gist), and generating questions and reviewing key ideas (wrap up). It also provides students with the opportunity to work in small cooperative groups.

The students' reading comprehension can be increased by many ways and one of them is by using CSR where the students are trained to have an active process by conducting four steps of reading comprehension strategy and also work cooperatively so they can motivate their selves more to help each other, be responsible doing their own task, and work efficiently. The assumption come to a conclusion that this good strategy (CSR) will generate a difference on the students' reading comprehension achievement in which their ability is going to increase.

Furthermore, based on his research, Song (1998) concluded that CSR had a positive effect on EFL learners' answers to main idea questions. That theory has made the researcher predicted that identifying main idea will be the most affected aspect after the students are taught by using CSR.

### **2.11. Hypothesis**

There is an increase of students' reading comprehension achievement after being taught by using CSR and the most affected aspect of reading that will be the highest increase is determining main idea.

The theories listed above will result in a focused working system when the research is conducted. The descriptions of the theories started from what reading is, what reading comprehension means, what the aspects of reading are, the definition of recount text, the description on how to teach reading well, what collaborative strategic reading is and how it works. Last, there are the theoretical assumptions and the hypothesis that becomes a prediction about the research before conducted.