CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter outlines the review of related literature. It includes reading, teaching reading, reading comprehension, and Collaborative Strategic Reading.

2.1 Reading skill

Reading is one of the most important skills in English among the four language skills and has a very important role to gain broad knowledge and insights into various information. In terms of education these skills are also very necessary and influential on student learning achievement, the higher the reading comprehension of a student, the more knowledge he has, reading skills make it easier for students to understand the material presented by the teacher. Students who have a high level of literacy find it easier to obtain knowledge through print or written media, even now the government has contributed a lot in developing people's interest in reading such as establishing school libraries, and public libraries, holding book exhibitions, or seminars to stimulate interest in reading in students and the general public.

Reading is a selective process. This process involves the partial use of minimally available language cues that are selected from perceptual input based on the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as the reading progresses (Goodman, 1967: 128).

Widdowson (1979: 169) states that the definition of reading made by Goodman (1967: 128) describes a general process that reveals that reading

is essentially an understanding of specific discourse strategies. This definition gives the impression that reading is a reaction to the meaning that is explicitly translated from the text because it is explicitly translated from the text, the consequence is that many assumptions are used, so that not always the entire understanding of the content of text can be captured completely.

The ability to read is a complex activity that involves various factors that come from within the reader and external factors. In addition, reading skills can also be said to be a product of the human ability to learn from the environment and not an instinctive or innate ability. Therefore, the reading process carried out by adults (to read) is a process of effort and produces something through the use of certain capital.

2.2 The Process of Reading

The reading process is a very complex process that actively involves both hemispheres of the brain. However, I will try to simplify this process by breaking it down into three main steps:

a. Identification

This is a basic ability in reading, which is to analyze the meaning that appears in a text because sounding out phonemes and morphemes is meaningless to the student if he cannot identify or call upon either context clues or his own experiences to bring meaning or understanding to the word, but most students in rural areas do not yet have this ability because

of many limitations in their lives, the solution is that we can provide teaching through field trips and audiovisual.

b. Organization

This is the process by which the reader organizes the ideas presented to produce a logical outcome, you will agree that many of our students, especially at the developmental and elementary levels, grapple with this organizing issue, both in understanding what they read and in their writing. They (the students) want to say a lot of things, but what comes out is confusion. This is especially brought out in writing, whether it's answering comprehension questions or writing paragraphs or essays.

c. Reaction

This process involves emotional and intellectual reactions depending on what is read and the purpose of reading by students. Reading is easier if we succeed in identifying, organizing material and making students more interested in reading.

Reading is often thought of as a hierarchy of skills, ranging from the processing of individual letters and associated sounds to word recognition to text processing competence. Skillful comprehension requires fluent articulation of all these processes, beginning with the sounding out and recognition to comprehension of sentences within paragraphs as part of a

longer text. There is instruction at all of these levels that can be done to improve student's comprehension of what is read (Grellet and Francoise, 1981).

Being able to sound out a word does not guarantee that it will be understood when students read. When students first learn to sound out English words, it requires real mental effort. The more effort required, the less awareness is left for other cognitive operations, including comprehension of the sounded words. Therefore, students need to develop fluency in word recognition.

2.3 The Purposes of Reading

Reading is a purposeful activity. A person may read to gain information or verify existing knowledge. A person may also read for pleasure, or to increase knowledge of the language being read. Reading also plays an important role in social life. Through reading, the individual keeps informed about political, social, and economic as well as cultural issues in their country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thoughts and actions. The purpose of reading is to connect the ideas in the text with what you already know. The reader must understand the subject he or she is reading to connect the ideas.

According to Grabe William and L. Fredrika (2002), the categories of purpose for reading includes being: reading to search for simple information, reading to skim, reading to learn from text, reading to

integrate information, reading to write, reading to critique texts and reading for general comprehension.

a. Reading to search for simple information

Reading to search for simple information is common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability.

b. Reading to skim quickly

Skills that involve a combination of strategies that may be important in the text to bring about reading comprehension until a general idea is formed

c. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

d. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of the main idea, and efficient coordination of many processes under a very limited time constraint

The purposes of reading is not only for students but also society in general. They should read a lot to gain information and knowledge of social life. It can help a person keeps informed on the social, political, and economic issues of their country.

2.4 Models of Reading

The reading process involves the text, the reader, and the interaction between the two. Theorists have proposed three basic models of how reading occurs. Barnett in Aebersold and Field (1997: 17-18) provided a summary of three main models of how reading occurs, there are:

a. Bottom-up Processing

The readers construct the text from the smallest unit (letters to words to phrases to sentences, etc.) and that process of constructing the text from that small unit becomes so automatic that readers are not aware of how it operates, bottom-up is used

when the readers have no background knowledge about the text, so they will grasp the meaning of the text by constructing the text from the smallest unit. It provides a linear or sentence-by-sentence building of comprehension.

b. Top-down Processing

This model aids the reader's comprehension of larger pieces of text, such as a paragraph or section. They help readers see how an individual sentence or a group of sentences contribute to that larger meaning. Furthermore, the theory argues that the reader is an active participant in the reading process, making predictions and processing information; in which the reader draws on her intelligence and experience to understand the text. In other words, everything in the reader's prior experience or background knowledge plays a significant role in the process.

c. The Interactive Reading

This model is a combination of top-down and bottom-up processing. The theory describes a process that moves from bottom-up and top-down depending on the type of the text as well as on the readers' knowledge background, language proficiency level, motivation, strategies, use and culturally shaped beliefs about the reading. Brown (2000) said, in teaching reading, the interactive process is trying to cover the bottom and top-down processes. The top-down approach is used to predict probable meaning, then moving to the bottom-up approach to check whether

that is really what the writer says. The goal of this approach is to provide students with strategies that will help them become independent readers, who monitor their thinking while reading and links their prior knowledge with the text that they read.

2.5 The Techniques of Reading

Good readers do not read in the same way and at the same speed. It always depends on the type of text and the reason for reading. Time spent reading is important. Students should read a lot both in and out of the lesson to polish their basic reading skills and develop fluency. During the classes, students need a lot of time to read long texts for various purposes: for information, for pleasure, and exploration. The key to becoming a proficient reader is practice, practice, and more practice. To do more enjoyable, they need to be exposed to a variety of genres and authors, as well as to materials they find relevant and interesting.

Students need to talk with others about what they read. Learning is a social activity. Interact with peers around their reading.

a. Extensive reading.

This is a very important type of reading where students read longer texts often in their own time. It is unlikely that students will ever become fluent readers if they do not get the opportunity to do some extensive reading.

b. Skimming.

It means that with this strategy, students are reading to find the main points. For example, when reading a newspaper, you are looking for the main points and not interested in every

article it contains. It is just glancing at the text, your eyes pass quickly over the list and you select the information you need.

c. Scanning.

Reading to find details. A way of reading that does not start from the beginning and does not read every word, the reader only chooses what is needed and tries to find certain interesting information

d. Intensive reading.

The reader reading for details, to get all the information from the text, it was typical of the grammar-translation method.

2.6 Teaching Reading

Teaching is a scientific process, and its main components are content, communication, and feedback. Teaching strategies have a positive effect on student learning. There is always the possibility to modify, improve and develop new teaching-learning activities, and hence flexibility is built into the system "The final behavior of the learner in terms of the learning structure can be shaped by an appropriate teaching environment". The main goal of reading instruction is to make students use their knowledge to assist them in understanding reading texts. According to Cunningham, et. Al. (in Fahimsyah.2008), said that there are basic steps to teach reading for the purpose to develop student's comprehension:

a. Activate or develop background knowledge necessary for understanding the text.

b. The set purpose for reading (identify information to be searched for question to be answered, prediction to be verified).

c. Have students read for these purposes.

d. Have students how in some way (by answering questions, summarizing, reading relevant information aloud) whether they have met the purposes.

e. Give students feedback about their comprehension performance.

2.7 Reading Comprehension in EFL Classroom

Reading comprehension is one of the pillars of reading. Reading comprehension is the act of understanding what you read. Although the definition can be simple, this act is not easy to teach, learn, or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a piece of writing.

Reading comprehension is understanding a written text to extract the required information from it as efficiently as possible, according to Grellet (1981). Harmer (2007) states that reading comprehension is useful for language acquisition. Reading definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the student's vocabulary knowledge, on their spelling, or their writing. To understand a text, students must focus on what they read because reading is not only reading but also comprehending the text systematically. He also stated that reading is a very active job. The reader has to understand what words mean, look at the pictures, and the words being described, understand the arguments and, find out if the reader agrees with the

argument. This statement shows that without understanding the words students cannot know what the meaning of the text is.

According to Hornby (1998), reading comprehension is not just reading aloud, but reading to understand the meaning of words, sentences, and paragraphs as well as the relationship between ideas. If students only read and cannot understand the content of the text, then they fail in comprehension. Furthermore, Smith and Johnson, (1978) state that reading comprehension means understanding, evaluating, utilizing information, and acquiring through interaction between the reader and the author. Reading comprehension is a kind of dialog between authors and readers who use written language as a medium. In addition, Wainwright (2007) explains reading comprehension is the act of understanding what you read.

From the definition above, it can be concluded that reading comprehension is a way to understand or comprehend text that does not include reading words, world knowledge, or fluency, but by reading comprehension, we can obtain extensive information and insight from the text.

2.8 The Process of Reading Comprehension

The comprehension process begins before we read and continues after reading is complete. Sangia (2014:2) states that reading is a complex interaction between the text and the reader formed from prior knowledge, experience, reader attitudes, and the language community. The process of reading needs continuing training, development, and improvement. According to Singhal (1998, cited in Alqarni, 2015:162), The foreign language reading process has several similarities with first language reading, such as background knowledge, content information,

and procedural and linguistic structure. Furthermore, Satria & Syafei (2019:487) state that to use various techniques to make sense during reading, a good reader also uses a pre-reading strategy such as previewing and uses reading strategies such as summarizing. By dividing instruction into pre-reading, while-reading, and post-reading, teachers will plan activities at each stage that will enhance student's comprehension and provide teachers with opportunities to illustrate strategies that readers can use at each stage (Pardo 2004, cited in Professional Development Service for Teachers (PDST), 2018:9). Comprehension Strategy Teaching can be organized in three stages according to the reading activity used. The three stages are pre-reading, while-reading, and post-reading.

a. Pre-reading

Pre-reading is the initial process of introducing students to a text that aims to encourage teachers and students to prepare the topics to be studied. the teacher will start by introducing the topic, vocabulary and giving an overview of the contents of the text.

b. While-reading

After getting to know the topic and the text, the reader focuses on the text to obtain goals by managing the text, and understanding the storyline while reading. Students directly interact with reading texts, look for main ideas, predict, and make conclusions.

c. Post-reading

Post-reading activities are reviewing students' understanding after reading to prepare for writing and discussion activities to utilizing the

knowledge gained, integrating reading skills, summarizing readings, and providing main ideas from reading texts.

2.9 Collaborative Strategy Reading (CSR)

CSR comes from the words collaborative, strategic, and reading. According to the Merriam-Webster Dictionary, collaborative means working together with other people or groups to achieve or do something. Strategic means a general strategy planned to achieve a goal. Reading means the act of reading something. Based on the definition that has been mentioned, it can be concluded that Collaborative Strategic Reading is a strategy used to teach students reading comprehension by working cooperatively.

CSR is a reading technique developed by Klingner and Vaughn developed. Collaborative Strategic Reading is a strategy that teaches students to collaborate on reading assignments to improve understanding (Febtisari and Fitrawati, 2018:335). It is a line with Klingner and Vaughn (1998:32), which states that Collaborative Strategic Reading is a great teaching technique to teach students reading comprehension and build their vocabulary. Students can also work together cooperatively. This technique helps students to communicate in difficult texts and utilize main reading techniques to improve comprehension.

According to Zoghi, Mustapha, & Maasum (2010:71), Collaborative Strategic Reading (CSR) is an instructional practice incorporating interactive learning and reading comprehension strategies. Grabe (2009, cited in Dharmayanti and Artini 2013:3), added that CSR is a combined approach that refers to reciprocal teaching and cooperative learning. Teachers and students

take turns in reciprocal teaching to direct dialogue about the main features of the text by summarizing, questioning, clarifying, and predicting. Meanwhile, in cooperative learning, students brainstorm, predict, describe words and phrases, illustrate the main idea and relevant information, and ask questions and address them (Rahman, 2015:40).

Collaborative strategic reading has been applied to both L1 and L2 learners. In the CSR process, students work in groups, they are trained to trigger previous knowledge, create assumptions, analyze their comprehension difficulties, clarify information, restate important ideas, analyze text, and formulate reasonable questions about the text.

2.10   The Procedures of Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a research-based practice in teaching reading comprehension to students. CSR can be implemented in two forms, namely the stage of teaching cooperative learning activities or student pairing. In this case, Klingner & Vaugh (2000) describes four strategies namely preview, click and clunk, get the fist, and wrap up. In detail, he explains the four strategies as follows:

a. Preview

Preview is the stage before reading, where students review the whole text to find out the extent of student's prior knowledge and predict what they will read. This stage can increase students' interest and enthusiasm for the assigned reading, stimulate student's knowledge and increase the vocabulary of the text. When previewing the text, students can

utilize all of the contextual cues in the text, such as bolded or highlighted words, images, charts, graphs, and other key information, to help them brainstorm what they know about the topic and predict the text.

b. Click and Clunk

In the During the reading stage, student's reading comprehension is achieved through the Click and Clunk strategy. This strategy aims to monitor students understanding of the reading text and identify when they have comprehension gaps. When students understand the information contained in the text, it is called Click. However, when students encounter a word, concept, or idea that does not make sense, for example, they do not understand the meaning of the word, it is called Clunk. Students can mark Clunk by memorizing or writing them down to facilitate student's discussion during the reading process. After the reading time is over, students are asked to discuss with their groups so that they can discuss the clicks and clunks they have gotten. Students use "clunk cards" as a reminder to inform them about some repair strategies. Each clunk card has a different strategy for finding a missing word, concept, or idea. The teacher can ask general questions about clicks and clunks that students get so that teachers can help students with clunk problems.

c. Get the Gist

Get the Gist means which means that students can state the main idea of the text they have read in their own words intending to ensure they understand what they have read, this approach will increase student's understanding and awareness of what they are learning.

d. Wrap up

This is the next stage where the students learn to summarize the entire reading content in their own words. The students do the Wrap-up strategy by creating questions and answers based on the ideas they have read in the text. This strategy aims to improve comprehension, knowledge, and memory of what students have learned. Students read questions about relevant information in the text. They learn to begin by using the opening question: who, what, when, where, why, and how (the 5 W and 1 H).

2.11   The Roles of Students in Collaborative Strategic Reading

In learning using Collaborative Strategic Reading, students are assigned roles by the teacher because cooperative learning works well when meaningful tasks are assigned to all group members. The assigned roles should be played regularly so that all students can experience various roles and can get a turn as a leader. The roles can be Leader, Clunk expert, Announcer, Encourager, Reporter, and Timekeeper (Klinger & Vaughn 1999, cited in Alqarni, 2015:164).

a. Leader

The student who is the leader should lead the group to tell what to read next and what strategies to do next. If needed, the leader can ask the teacher for help.

b. Clunk Expert

Students in role Clunk experts can use Clunk cards to remind the group of the steps they need to take when defining a difficult word or phrase.

c. Announcer

This student calls other group members to read or share opinions. The students ensure that everyone is involved and only one person speaks at a time.

d. Encourager

He encourages all students to participate in the discussions. Encourager also gives praise to groups that work together and makes suggestions for improvement.

e. Reporter

Students report the main ideas they learned and share their favorite questions created by the group with the class.

f. Timekeeper

This student organizes the timing for each stage of the CSR and tells the groups when it is time for the next strategy. (The teacher can do this in place of the students).

2.12   The Goals of Collaborative Strategic Reading

According to Abidin and Riswanto (2012), the goals of Collaborative Strategic Reading (CSR) are to maximize student's participation in improving student's reading comprehension and conceptual learning. This implies that CSR is structured to maximize student's interest and help students achieve a better understanding of their reading comprehension.

Klingner and Vaugh (1996, cited in Riyawi 2018:71) added that the purpose of CSR is to improve reading comprehension and conceptual learning, increase student participation, improve the recognition of reading skills for students with learning disabilities and experiencing reading difficulties, and provide good results for intermediate and high-level student achievement. That is, Collaborative Strategic Reading (CSR) is intended to enhance reader involvement and help all students at risk of reading difficulties to develop their reading comprehension.

Furthermore, Novita (2018:99) adds that implementing CSR in the EFL classroom aims to help students enhance their reading skills, develop motivation, encourage social engagement in the classroom, and build a positive learning atmosphere. This technique is also an alternative to make it easier for foreign language learners to understand complex readings and apply key reading techniques to enhance their comprehension.

2.13 Advantages and Disadvantages of Collaborative Strategic Reading

There are various factors for using CSR as a reading comprehension learning process, and these factors can be included as benefits of implementing CSR. According to Klingner, Vaughn, & Schum

(1998, cited in Gani et al., 2016:145), Collaborative Strategic Reading will help students develop their reading strategies in a broad classroom environment and give them the ability to take more responsibility for their learning. CSR also allows students to work with cooperative small groups where each student plays an important role in ensuring that the group functions well and implements the strategies.

Abidin and Riswanto, (2012:195) also stated that CSR has certain advantages. They are:

a. Promoting student and academic performance.

b. Improving student retention.

c. Improving students' satisfaction with their experience in learning.

d. Supporting students to improve their oral communication skills.

e. Developing students' social skills.

2.14 Promoting students' self-esteem and Helping positive relationships between the races.

According to Middlecamp (2000 cited in Mursalina, 2018:163), the disadvantages of CSR are often certain people cannot learn as easily as others and quiet people may not feel comfortable. On the other side, a common disadvantages of the Collaborative Strategic Reading method are time-consuming and difficult to monitor the lesson. The group learning process made the class very noisy. The condition of the class has been interrupted by the learning process, so the teacher should pay more attention to leading the students.

2.15   Student Response

Student response It is believed that interaction is one of the keys to meaningful learning, especially in the context of 21st-century learning. Increasing interaction in the classroom can result in a better and more interesting learning process (Beltran, 2018). When actively engaged in learning, learners become more motivated to learn, more attentive, more participatory, and more likely to communicate and exchange ideas with teachers and among learners. Active learning seems to have become the preferred choice in current educational practice. In Indonesia, the active learning movement has come to the fore along with national education reform efforts. This movement of change continues to this day, teachers and lecturers continue to be encouraged to be able to apply active learning concepts in every learning practice.

2.16   Previous Studies

Some researchers had conducted research focusing on Teacher Collaborative strategies in teaching reading comprehension as follows:

Mardiani (2017), the students‟ of English Education and Training Faculty of teachers training and education science university of singaperbangsa karawang”, conducted research entitled The Strengths and Weaknesses of Collaborative Strategic Reading (CSR) in Teaching Reading Comprehension. The formulation of the problem in this research is what are the strengths and weaknesses of CSR in teaching reading comprehension. The participants in this research were tenth grade of SMK Al Fathimiyah in Karawang, they are one English teacher and six students. It takes only 2 (two) students for the researcher to represent all of the classes. Then, the total of participants was 7 (seven) people.

The researcher also used interviews, questionnaires, and documentation as the technique to collect the data

Fanola (2014), the students of " English Departement Faculty of Language and Arts, State University of Padang" conducted the research entitle Implementation CSR In Teaching Reading News Item Text To Senior High School Students. This research describes the implementation of teaching oral skills using CSR. The problems statements is how to use CSR to improve reading skills.

Husniati (2021) conducted a research entitled The use of Collaborative Strategic Reading to Enhance Students Reading Comprehension. It can be concluded that the use of collaborative strategies has a significant effect on students' reading comprehension and students become more active during the learning process. This can be seen when they try to build communication with the teacher or with their group members. The implementation of CSR is proof that the learning process requires student and teacher activity to develop the potential that exists in students and involves student activity in learning by developing student's mindsets so that the learning outcomes obtained will be more optimal.

There are many methods of reading comprehension. One of them is Collaborative strategic reading (CSR). CSR is a technique for students to understand a text by summarizing, questioning, clarifying, and predicting reading materials applied cooperatively. The use of CSR as a technique will help students to understand the text easily because this technique is designed to improve student's reading comprehension with different roles for each student.

In the process of teaching reading by using CSR, students will be involved in several activities that can make them more active and interested in reading. In addition, students work in small groups cooperatively, so they have the opportunity to discuss and share ideas among group members.

The thesis from Ria Fanola and Siti Mardiani have similarities in terms of the researchers on CSR. The difference is the use of CSR in teaching-learning process from Ria Fanola and Siti Mardiani lies in the statement of the problem. Ria Fanola more focuses on the implementation of CSR but Siti Mardiani more focuses on the Strengths And Weaknesses Of CSR but they have similarities in data searches conducted at the Senior High School level. The research focuses on the implementation of CSR in teaching reading comprehension and the problems faced by the teacher in Teaching Reading Comprehension using CSR and the data collection techniques with observation, interviews, and, documentation and, data searches conducted at the Junior High School level.