

CHAPTER II

LITERATURE REVIEW

This chapter deals with some theories related with this study. It also discusses the previous related studies. The first part will be the underlying theories and the second part will be the previous related studies.

2.1 REVIEW OF RELATED THEORIES

This part deals with the theory of reading comprehension, teaching reading, analytical exposition text, collaborative strategic reading, and classroom action research. Those theories will be further explained below.

2.1.1 Reading Comprehension

Reading is one of the ways to get knowledge or information. Oxford dictionary gives an understanding of read (v) as look at and understand something written or printed. Stoller and Grabe (2002) define reading as the ability to draw meaning from the printed page and interpret the information appropriately. It means that the readers will get the news, facts, and information by reading.

Reading is a constant process of guessing and what one brings to the text is more important than what one finds in it (Gallagher, 1981). It means that before doing this activity, the readers must have something in their mind which is called background knowledge. Diaz-Rico (2004) stated that a reader can develop the most important concept by getting the gist of reading passage because it makes

reading more purposefully and helps to make sense of supporting details. Readers can combine information from a text and their own background knowledge to build meaning. It can be said that they can gain the meaning of the text by using their background knowledge.

The goal of reading is comprehension. Comprehension according to Oxford dictionary is ability to understand something. According to Carroll (1977), there are three bases for reading comprehension. They are cognition, language comprehension, and reading skill. All of them are interrelated but need to be distinguishing from one another. Cognition means knowing, reasoning, and like intelligence that cannot be taught directly, but set limits to the individual's ability to develop language comprehension and reading comprehension. Harmer (1998) points out that reading comprehension provide opportunities to study language, such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

2.1.2 Teaching Reading

Teaching reading is not an easy process. The teacher should bear in mind whether they can help the students to use reading strategies or not, and whether they are helping the students to read on their own or not. The teacher must understand how to teach reading properly.

According to Nunan (2003), there are some principles in teaching reading. First is exploiting the reader's background knowledge. A reader's background knowledge can influence reading comprehension. Background knowledge

includes all of the experiences that a reader brings to a text. Second is building a strong vocabulary base. Diaz-Rico (2004) stated that successful in reading depends on knowing the words or vocabularies. It means that strength ability in vocabulary can lead learner to success in reading.

Third is teaching for comprehension. The goal of reading is comprehension which emphasis on testing comprehension than on teaching readers how to comprehend. In the other hand, many students have difficulty to comprehend a text. Fourth is teaching reading strategies. Students need to learn how to use a range of reading strategies that match their purposes for reading to achieve the desired results. Teaching the students how to do this should be a prime consideration in the reading classroom. A good technique to sensitize students to the strategies they use is to get them to verbalize their thought processes as they read.

The last is building assessment and evaluation into your teaching. Qualitative and quantitative assessment should be included in the reading classroom. Qualitative assessment can include reading journal responses, and responses to reading surveys. Quantitative assessment will include information from reading comprehension tests.

2.1.3 Analytical Exposition Text

Based on 2006 English standard competence, there are twelve types of text in Senior High School that must be discussed. They are narrative, descriptive, recount, report, news item, procedure, analytical exposition, hortatory exposition

spoof, explanation, discussion, and review. The texts that are discussed in eleventh grade are narrative, spoof, report, analytical exposition, and hortatory exposition. This study focused to discuss analytical exposition text.

Analytical text is one of argumentative genres type which has function to persuade the readers that what was said was really based on the conveyed arguments. The acceptance or the rejection of the ideas was depending on the argumentations given. Academically, analytical exposition text is used in writing essays or papers.

The generic structure of analytical exposition text:

1. Thesis

The writer introduces the main idea or topic to be discussed. Thesis has always been in the first paragraph in the text of Analytical exposition.

2. Arguments

The writer presents the arguments that support the main idea of the passage. More arguments will make the reader believe that the topic covered by the writer is an important topic.

3. Reiteration

This is a concluding part of analytical exposition which always stated at the end of the paragraph. Reiteration contains restating the main ideas contained in the first paragraph. Reiteration is also commonly called the conclusion.

The language features of analytical exposition text:

- a. Using relational process
- b. Using internal and causal conjunction

- c. Using simple present tense

2.1.4 Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading was developed by Klinger and Sharon Vaughn and on 1998. It is a combination of the modification of reciprocal teaching by Brown (1984) and cooperative learning strategy by Johnson & Johnson (1987). Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Klinger and Vaughn (1998) suggest that Collaborative Strategic Reading (CSR) was designed to be used with expository text as well as with narrative text. The goals of Collaborative Strategic Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways that maximize student's involvement.

In teaching reading by using CSR, the concept that should be kept in mind by the teachers is to engage students to work in small cooperative groups. The teachers have to apply the four comprehension strategies as well. The four strategies applied are: Preview, Click and Clunk, Get the Gist, and Wrap up. Those four strategies are explained as follows:

1. Preview

In this first strategy, students are asked to preview the entire passage before they read each section. Arouse students' interest with the topic they are going to learn and engage them in active reading from the onset can be achieved through previewing

The goals of previewing are:

- a. Students can learn as much about the passage as they can in brief period of time (3-5 minutes)
- b. Students can activate their background knowledge about the topic
- c. Students can make predictions about what they will learn

Before reading the passage, ask student to preview it by looking at the headings, words that are bold or underlined. If there are pictures, tables, graphs or any other similar things; ask students to look at them as well. By doing it, the students are lead to brainstorm what they have in their mind about the passage or the topic. Then they can have a prediction on what the reading passage will talk about.

2. Click and Clunk

Click and Clunk is self-monitoring strategy which controls the students' understanding about words (clicking), concepts and ideas that they understand or do not understand or need to know more about (clucking).

The goal of clicking and clunking is to teach students to monitor their reading comprehension and identify their difficulty in understanding the passage. Clicking and Clunking is designed to teach students to give attention whether they are understand or not about the passage that they have read. A different strategy for figuring out a clunk word, concept, or idea is printed on each card:

- a. Reread the sentence without word. Think about what would make sense.
- b. Reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
- c. Look for a prefix or suffix in the word

d. Break the word apart and look for smaller words you know.

3. Get the Gist

The goal of the students in identifying the main idea in a section of text is to confirm their understanding of the information. Students are taught to identify the most important *who* or *what* in the paragraph, and then to identify the most important information they read about *who* or *what*, leaving out details.

The goal of getting the gist is to teach the students to tell the passage in their own words in the most important point as a way that students have understood what they have read. This strategy can improve students' understanding and their memory about what they have learned.

4. Wrap Up

The wrap up session provides students with an opportunity to self-monitor their reading, to check their understanding of the passage, answer the question, and summarize what they have learned.

Students generate questions that ask about important information in the passage that they have read. They learn to use question starters to begin their question: *who*, *what*, *when*, *where*, *why* and *how* (the five Ws and an H). Other students should try to answer the questions. To review, students write down the most important ideas they have learned from the day's reading assignment in their CSR logs. Then, they take turn sharing what they learned with the class.

This strategy is useful for students so that they can support each other in applying a sequence of reading strategies as they read orally or silently from a text. According to Klingner and Vaughn (1998), this strategy may be used across

various units of study which offers teachers flexibility for implementation. Collaborative Strategic Reading (CSR) provides written documentation of learning, encourage the students to participate actively in their groups, and become study guides.

In accordance to the teacher's role in Collaborative Strategic Reading (CSR), the teacher's initial role is to teach the strategies and students role to the entire class prior to reading. In cooperative groups, students do not simply work together on the same assignment. Each person must have a key role to play and everyone is responsible for the success of the group. With Collaborative Strategic Reading (CSR), students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates. These roles are as follows (Klingner et al., 2001):

1. Leader : Leads the group in the implementation of Collaborative Strategic Reading by saying what to read and what strategy to apply next.
2. Clunk Expert : Uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word.
3. Gist Expert : Guides the group toward the development of a gist and determines that the gist contains the most important idea but unnecessary details.
4. Announcer : Calls on different group members to read or share an idea and makes sure that everyone participates and only one person talks at a time.

5. Encourager : Watches the group and gives feedback, encourages all group members to participate in the discussion and assist one another, and evaluate how well group has worked together and gives suggestions for improvement.

The teacher's role is to circulate among the groups and provide ongoing assistance. Teachers can help by actively listening the student's discussion and clarify difficult words. The focus of student's work should be on learning the material and help their classmates to learn it as well, not merely going through the steps of a given strategy.

2.1.5 Classroom Action Research (CAR)

Action research according to Calhoun (2002) is "a way teachers can develop an expanded understanding of their practice and critically analyze a particular approach to a problem or teaching and learning scenario in which requires continual disciplined inquiry." While Nunan (1990) defines action research as a method that formalizes reflection by engaging the practitioners in a critical and reflective attitude.

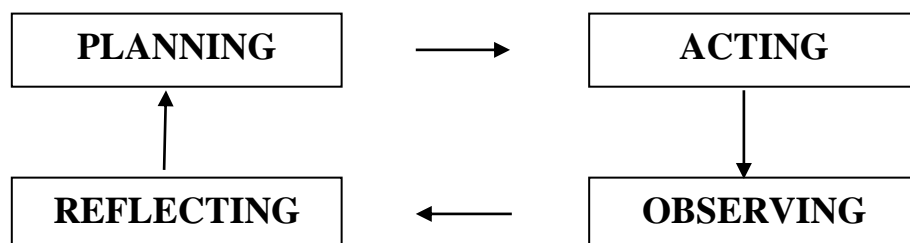
Kemmis and McTaggart (1986) defines action research as a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

Patricia Cross (1987) states that Classroom research is geared to *self*-improvement since it is designed, conducted, and used by teachers themselves. Moreover; classroom research bridges the gap between research and practice because researchers and practitioners are in one: the researcher asks questions that the practitioner thinks are important; the practitioner is eager to use the results of the research. Classroom research is, by definition, situation-specific, and the findings of classroom research are, therefore, relevant to a given teacher and can be used directly to improve practice.

Based on those definitions, the writer defines action research is a kind of educational approach that has an aim to increase teaching and learning. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for teachers to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

Kurt has developed a design that explains classroom action research. Kurt's design has been the pioneer of the others' design. Kurt's design is classified into four different phases; planning, acting, observing and reflecting.

Kurt Lewis' design



Another design is developed by Kemmis and McTaggart. Kemmis' design is similar with Kurt's as Kemmis and McTaggart develops the basic concept of Kurt's. Both of them have the same aim which is to improve. The four phases introduced by those two are :

1. Planning

Identify a question. A good question has three major qualities. First, the question is significant to the classroom situation; that might make a difference in student learning. Second, the research findings will lead to action, such as keeping or changing a teaching strategy. Third, the question should lead to a project that is feasible in terms of time, effort, and resources.

Some questions might be useful; such as, "How many of my students read the assignments before coming to class?" Other questions may look for relationships, such as, "Do students who participate frequently in class do better on the exams?" Many questions take the form of "How does X affect student learning?" For example, "Are students' test scores higher when I use case studies?" Good questions might involve using a particular teaching strategy, a change in course structure or materials, or different assessment techniques.

Next will be planning a research strategy. Here, it is obliged to prepare the lesson plan and materials that will be used during the teaching learning activity.

2. Acting

In this phase, the researchers have to do all the planning phase that has been made. In another words, it is the time to collect data. This data could be quantitative (e.g. test scores, grades, survey results) or qualitative (e.g. dialogue from focus groups or class discussions). Moreover; it is the time for the researchers to apply the technique chosen in the teaching learning activity.

3. Observing

In this phase, the researchers are asked to observe everything happen during the teaching learning activity. In general, the researchers are once again obliged to follow the plans made. The researchers observe with the aim to collect several different types of data to see whether results are consistent. For example, researchers might assess the effectiveness of the new group activity on student learning by looking at exam grades, comments during a class discussion, and observations of behaviors while in the groups. Student evaluations of teaching also yield useful information. Comparisons between data from students who were taught in different ways (usually in different course sections) can also be informative.

4. Reflecting

The last phase is reflecting all the activities done. Researchers are going to analyze the data. The goal of data analysis is to look for patterns. Did the teaching strategy result in better student performance on exams compared to the students pre-tests or to another group of students? Were their comments in

class more in-depth? A simple grouping of comments by themes or a table of average test scores will reveal any major trends in the data. If statistical tests are desired, Bruning and Kintz (1997) offer a very user-friendly guide.

2.2 RELATED STUDIES

There have been several studies on implementation of Collaborative Strategic Reading (CSR) as a strategy to improve reading comprehension. The first study is research by Klingner and Vaughn (2000). They implemented Collaborative Strategic Reading (CSR) to fifth grade students by trained classroom teachers during English as a Second Language (ESL) science classes. The result is students significantly increased their vocabulary from the pre-test to the post-test.

The second study is closely related to the writer's study is conducted by RizqaItsni. N (2010). She implemented Collaborative Strategic Reading (CSR) to tenth graders at SMA Negeri 13 Surabaya with used hortatory exposition text. Her studies conclude that Collaborative Strategic Reading (CSR) was successfully implemented the students reading ability. In writer's study, the research conducted at SMA Negeri 1 Puri Mojokerto and used analytical exposition text.

The third study is conducted by Nohenriady (2011) which Collaborative Strategic Reading (CSR) can improve the junior high student's reading comprehension in narrative text. In this study, the student improvement can be seen from the increase of student's gain score from preliminary study to cycle 2. The differences Nohenriady's study and the writer's study are the kind of the

text and the object. The writer research senior high students and used analytical exposition text for her study.