CHAPTER II

REVIEW OF RELATED LITERATURE

The writer tries to talk about the review of related literature in this chapter. It consists of related theory taken from many sources which underlie the study. This chapter will be divided into five headings. First is reading, consists of the definitions of reading, the purpose of reading, and the types of reading. Second is reading comprehension consists of level of reading comprehension. Third, is cooperative script, consists of description of cooperative script, the steps of cooperative script, and benefit of cooperative script. Forth is the previous study.

2.1 Reading

2.1.1 Definition of Reading

Reading has many definitions. One of definitions is according to Nuttal (1996:4), reading means getting out of the text as nearly as possible the message the writer put into it. As the readers, we should be able to get what the main idea from the text we had read.

Nunan (2005:69) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that there is a process when the reader is reading a text. The process is combining information from the text and person background knowledge to catch the information.

Abbot (1981:81) claims that normally reading is a silent and individual activity , since the writer's expectation was that the text would be read, not heard.

It can be said that there is a different purpose in reading than listening. In reading, text will be read, but text will be heard in listening. Serravallo (2010:43) points out that reading is thinking and understanding and getting at the meaning behind a text. So, it can be said that the person who read should able to reach the information or meaning of a text.

Moreover, Harris in Handayani (2003:10) defines that reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a process of building up the meaning as the concepts aroused by the printed words. In this study, reading is a silent and individual activity of combining information from the text and the reader background knowledge to build meaning.

2.1.2 The Purpose of Reading

There are some purposes of reading. Grabe and stoller (2002:13) points out that reading purposes can be classified under seven main headings. They are:

1. Reading to search simple information

    In reading to search simple information, the reader typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

    In reading to skim quickly, the reader reads for a general understanding. It is also a common part of many reading tasks and a useful skill in its own right.

3. 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.

4. Reading to integrate information

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

5. Reading to write for searching information needed for writing

   Reading to write for search information needed for writing may be task variants of reading to integrate information. This purpose of reading requires abilities to compose, select, and critique information from the text.

6. Reading to critique text

   This purpose of reading is as same as reading to write for searching information needed for writing.

7. Reading for general comprehension

   The notion of general reading comprehension can be divided into two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed (the term 'general' does not mean simple or easy). Reading for general comprehension, when accomplished by a skill fluent reader, requires very rapid and automatic

processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains.

Nuttal (1996:2) states that people reading in different ways for different purposes. It means that people have different purposes when they are reading. Here, the purpose of reading is for general comprehension.

2.1.3 Types of Reading

There are some types of reading. According to Harmer (1998:69), there were 3 main reading skills, the first was scanning, this skill meant that the students did not have to read every word and line, in the contrary, such an appropriate would stop them scanning successfully. As for example, when we looked for a telephone number, what was on television at a certain time or search quickly through an article looking for a name or other details.

The second reading skill was skimming that meant skill to get a general idea of what it was about. As for example, when we looked quickly at a report to get a feel for the topic and what its conclusions were. Whether reader scan or skim depended on what kinds of text they were reading and what they wanted or needed to get out it.

The last reading skill was detailed comprehension. This entails looking for detailed information or picking out particular examples of language use.

2.2 Reading Comprehension

The definition of reading comprehension is complex. Grabe and Stoller (2002:29) stated in their book Teaching and Researching Reading, as follows: Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that make comprehension a seemingly effortless and enjoyable activity for fluent readers. In fact, the many processes described here all occur in working memory, and they happen very quickly unless there are comprehension problems.

2.2.1 Level of Reading Comprehension

There are some levels in reading comprehension. Smith in Elistiowaty (2011:14) states that there are four different levels of thinking applied to reading comprehension, namely literal, inferential, critical comprehension, and creative reading. First, literal comprehension refers to getting the primary, literal meaning that has been explicitly stated. Skills of this level include: recognizing and organizing main ideas, organizing and distinguishing details, realizing sequence of paragraphs, and distinguishing reason and result.

Second, inferential refers to drawing conclusion and predicting outcome based on information in using text, e.g. guessing motivation of a character in a text using the dialogue or description; generalizing ideas presented in the text, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information.

Third, Critical reading refers to evaluating and passing of personal judgment. Skills of this level include:

a. Logical skills: the reader's ability to negotiate, convince, organize, demonstrate the problem, organize the paragraph and distinguish between opinion and truth.

b. Confidence skills: making sure of the information, comparing information with other related information, testing the writer's proficiency and using trustworthy sources of knowledge.

Creative reading linked to reading what is beyond the printed lines and going further as to exceed the limits of knowledge and find new methods of demonstrating thoughts and explaining them, in other word applying ideas read to new situation.

2.3 Cooperative Script

2.3.1 Description of Cooperative Script

Cooperative script is one of cooperative learning. According to Slavin (2006:259) many students find cooperative script is helpful to get together with classmates to discuss material they have read or heard in class. It means that cooperative script is helpful for students than they must study and read by theirselves.

The definition of cooperative script method based on Dansereau in Muniroh (2010:29) is cooperative learning scenario. It means that each student has a role in current discussions. In it, students work in pairs and take turns

summarizing sections of the material for one another. While one student summarizes, the other listens and corrects any errors or omissions. Then the two students switch roles, continuing in this manner until they have covered all the material to be learned.

Cooperative by Najiib (2012) is a method of learning where students work in pairs and take turns verbally explains the parts of the material in the study. Cooperative script is an effort to help one and another between two or more persons, among individuals with groups, and between groups with other groups in carrying out tasks or solve problems faced by or working on various programs that are prospective in order to realize common prosperity.

There is an agreement on students about the rules of collaboration in cooperative script. The students and another agree to pursue each role. A student who has role as a speaker, read out the content of the text without bringing the text. Students who become listeners listen explanation from the speaker, help to correct the speaker if there is an incorrect. Solve the problems together and then conclude together. While the agreement between teacher and student is the teacher's role as a facilitator who assists the students to achieve the learning objectives.

2.3.2. The Steps of Cooperative Script

There are steps of cooperative script. Dansereau (1985) in Muniroh (2010:32) explains that steps in cooperative script method as follows:

1. The teacher divides the students to pair up.

2. Teacher shares the discourse/text to each student to be read and make summary.

3. Teacher and students determine who act first as speaker and listeners.

4. Based on the agreement, the student who becomes speaker read out the summaries as completely as possible, by entering the main ideas in the summary. While the listener, listens to correct/show the main ideas that are less comprehensive and help to remember memorize the main ideas by connecting the previous material or with other material.

5. Exchanging the roles, initially as a speaker exchanged into listeners and vice versa, and do as above.

6. Teacher and students make conclusion.

    Slavin (2006:259) mentions the procedure of cooperative script; students work in pairs and take turns summarizing sections of the material for one another. While one student summarizes, the other listens and corrects any errors or omissions. Then the two students switch roles, continuing in this manner until they have covered all the material to be learned.

    The steps of cooperative script based on Najiib (2012) are below:

1. Teacher divides the students to pair up.

2. Teachers share the discourse/materials for each student to read and create a summary.

3. Teachers and students who first set acted as a speaker and who will act as a listener.

4. Speaker read out the summary as complete as possible, by entering the main ideas in summary. While the audience listened to correct/show the main ideas that are less comprehensive and help to remember memorize the main ideas by connecting the previous material or with other material.

5. Exchanging roles, initially as a speaker exchanged into listeners and vice versa, and do as above.

6. The conclusion students some with teacher.

7. Closing.

Based on the some studies that have done, the writer concludes the steps of cooperative script as follows:

1. The teacher divides the students to pair up.

2. Teacher and students determine who acts as speaker and who acts as listener first.

3. Teacher shares text/materials to each student to be read and make a summary

4. According to the agreement, the student who becomes speaker read out the summaries as completely as possible, by entering the main ideas in the summary. While the listener, listens to correct/show the main ideas that are less comprehensive and help to remember memorize the main ideas by connecting the previous material or with other material.

5. Exchanging the roles, initially as a speaker exchanged into listeners and vice versa, and do as above.

6. Teacher and students make conclusion.

2.3.3. The Benefit of Cooperative Script

As a method, the implementation of cooperative script has strength in teaching and learning process. Here is the strength of cooperative script: (1) train the hearing, accuracy/precision. When the speaker explains the main points or ideas of the text, the listeners can train their hearing, and for speakers can train their accuracy/ precision on the text, (2) each student gets chance to express their ideas or opinion. Because each student gets a role in the discussion, so when they are as a speaker they can express their idea from the text, (3) develop the ability of an idea or ideas with the word verbally and compare with other people's idea. The speaker and the listener compare their ideas become complete material, (4) helping students to care for others, and aware of the limitation students and receive all the differences. In cooperative script the speaker and the listener cooperate in learning, they help each other to explain the material. So, they learn to have social value in this life by helping and being aware of the limitation of their friends, in other word they has tolerance to their friends, And (5) develop skills to set time. Students together set the time for the first speaker and second speaker. They set how long the time for first speaker and how long the time for second speaker until they can express the ideas.

2.4. Previous Study

In conducting this research, the researcher took account the study that was done by Nurdiansah (2008), Muniroh (2010), and Najiib (2012). The first is Nurdiansah's study, it had result: there is an increasing of student's learning

outcome and student's critical minded skill in biology subject after being implemented cooperative script at SMPN 21 Malang. The second one is research by Muniroh. Her study found that cooperative script can improve students' creativity to solve mathematic problems. It focuses on the implementation of cooperative script for improving students' creativity in mathematic problem solving. The third research is done by Najiib, it found that cooperative script method can help students to build their understanding and mastering in vocabularies and also can read with fluency. All of the studies are designed in classroom action research that showed the positive effects of cooperative script in other material. It did not do in reading comprehension material.

Based on those previews finding, the researcher wants to conduct a study about cooperative script method with different design research. In this study the researcher wants to test the effectiveness of cooperative script in teaching reading comprehension.