

CHAPTER II

THEORETICAL REVIEW

A. The Nature Of Reading Comprehension

1. Definition Of Reading Comprehension

Understanding means a process by which one understands the meaning of written or spoken language. Insight reading usually refers to the number of understanding as you read that verse. That represents how well the reader understands implicit and explicit meaning of the contents of the text he reads. Reading comprehension is an process that requires a way to decode through extensive development repertoire of visions, learning the meaning of words of vocabulary found in the text, and learned how abstract meaning from the text. In the other side, in understanding the text that students need to know a way to understands the text because it might help them to achieve better comprehension. Each skill is important and is quickly passed down other.

Furthermore, Johnson (2008:110) expressed understanding of reading as a use of strategy in reading information and building up text meanings done by readers. The strategies that readers use may differ from one another. Depends on the reader's objective in reading. Understanding the concept of reading can help readers develop their own strategies to improve their reading ability. This will automatically help readers to reach their goal of understanding the text.

From the previous explanation mentioned in the paragraph above, it can be concluded that understanding of reading is a process that tell us about how code breaking through extensive development repertoire of visions, learning the meaning of words of descriptive text, and learned how abstract meaning from the text. In short, it may be concluded that comprehension of reading is an activity understand the written text.

2. Type Of Reading

In their understanding of reading, students may find some sort of reading the way that needs to be done for some logical reason. According to Patel and Jain (2008:117) there are four types of literary works as follows:

a. Intensive Reading

Intense reading is text reading for information or information analysis. Intensive reading will provide a basis for explanation the background of structures and to expand knowledge about vocabulary and idiom.

b. Extensive Reading

Extensive reading material will be selected at lower level difficulties than intensive reading. It happened because it was extensive reading has the purpose of training student to read directly and clearly.

c. Reading Aloud

Reading aloud is reading activity that must be given them the basic degree because in the basic reading of the syllable.

d. Silent Reading

Silent reading is an important skill in teaching English. These reading activities should increase students' abilities. Silent reading is done got a lot of information.

Based on the above explanation, the researcher used many explanations reading to apply it in the appropriate and effective classes of the methods of research.

3. The Purpose Of Reading

According to Grabe William and L. Fredrika (2002), the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, 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 a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

b. Reading to skim quickly

Reading to skim quickly is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text 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's base.

d. Reading to integrate information

Reading to integrate information requires additional decision 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, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraint.

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

4. The Process Of Reading Comprehension

Anderson, Hebert, Scott, and Wilkinson, 1985; Jenkins, Larson, and Fleischer, 1983; o 'Shea, sandier, and o' Shea (clinger, Vaughn, and Boardman, 2007: 2) points out that reading is like reading words, words and knowledge of the world, and fluency. Reading comprehension can also be understood as a set of processes by the reader in finding information and understanding the information contained in a reading text (abiding, 2010: 127).

As with the definition above, reading is a kind of reading that is meant to understand: Standards or norms

Literary (literary literary);

- a. Critical reviews;
- b. Written drama (dramatic drama);
- c. Pattern of fiction (pattern of fiction). (tarigan, 2008: 58)

5. Component Of Reading Comprehension

As same as the other skill, in reading comprehension there are alsosome aspect that can be used to measure the students' comprehension. It means that those indicators re important to be learned by the students in order to make well in reading comprehension. According to Klingner et al (2007:49), there are four components skill of comprehension as follows:

a. Vocabulary

Vocabulary is essential part to comprehend the text. Vocabulary is fundamentally important for understanding the message. It is not possible to the readers to understand the text if they have a limited vocabulary or they don't know the meaning of the words in the text.

b. Text Structure

Text structure refers to the way the text is structured to guide the reader in identifying key information. To comprehend the text, readers also need to make schemes or frameworks to organize the text. When the readers have in complete scheme or frame work they get lack of comprehension.

c. Main Idea

Really understand of what the readers read is identify the central message of the passage. It is called finding the main idea. Knowing how to construct the main idea of what is read is essential because it helps students identify what is important to know and remember.

d. Summarizing

Summarizing requires students to generate multiple main ideas from across a reading and then to combine them to form a summary. When the readers read the text, they would construct the main ideas for each paragraph and then combine the information from their main ideas to summary form.

Furthermore, King and Stanly in Juita, et al (2013: 3), state that there are five components contained in reading text, as follows:

a. Finding the factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc. in which of the answer can be found in the text.

b. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content later. Main idea may be stated explicitly or implicitly. In a paragraph with explicit main idea, there is a topic sentence, either in the beginning, in the middle, or at

the end of paragraph. On the other hand, a paragraph with implicit main idea does not have a topic sentence. Its main idea must be summary of the paragraph in one sentence.

c. Finding the meaning of vocabulary in context.

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying references

The students were able to identify who and what within the text. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. The demonstrative pronoun can be like the use of: it, we, they, I, you, she, and he. Reference is the relationship information necessary to interpret the other. Recognizing reference words and being able to identify the word to which they refer to would help the reader understand the reading passage.

e. Identifying Inference

the last aspect, the students are asked to find the message from the text and predict what might happen next. It related on the information from the text. These enable students to think critically to find any information and understand the text.

Based on the theories above, it can see that there are some components of reading that need to be learned by the students in order to make them understand and comprehend about the reading comprehension especially about what they have read. In this research, the researcher used the components such as, main ideas, finding factual information, vocabulary, references and inferences as the components of reading comprehension. The reseacher used all of the indicators for designing the assessment that written in table of specification and include in reading test.

B. The Nature Of Cooperative Script

1. Definitions Of Cooperative Script

Cooperative Script is a method of Cooperative Learning, the technique is the students' to create a small group or in pairs and students should make a summary of the material in the teacher gave the students orally summarize the material and turns with a partner, Dansereau C.S in Asmani (2013: 40) stated that cooperative script is one of the learning methods, in which students work in pairs and take turns verbally, to recapitulate parts of the material being studied. A series of studies of this cooperative script method has consistently found that students who study this way learn and retain far more than students who summarize on their own or who simply read the material. It is interesting that while both participants in the cooperative pairs gain from the activity. These activities include summarizing, error detection, elaboration and review and are known to assist partners in learning and understanding.

Meanwhile, according to Slavin (2006:259), cooperative script method where the students' work in their term on a variety of cooperative activities including partner reading, identification of main story elements, vocabulary and summarization activities, practice of reading comprehension strategies. To this study this method is focused improve students in reading comprehension, and on the learning system where the students' work together in a working group. Group work is believed can improve students' motivation. In this method, students can be works of thinks by themselves not only relying on one of students group. Because, every students to demand for summarizing of material and to express their opinion in direct on their partner. On cooperative script methods there are a deal between students about in collaborate. The problem was solved will be inferred together. The role of the teacher just as facilitator who direct students to achieve their goals.

Other experts suggest that the cooperative script study model is a learning model where students work in pairs and alternating orally

redirecting, parts of the material learned. So the cooperative script learning model is a teaching-material delivery that is initiated by giving the student a discourse or a summary of materials that is then giving students the opportunity to read it for a moment and introducing new ideas or ideas into the teaching materials provided by the teacher, then students are directed to present subject ideas in alternating meteri, 2002:203).

The cooperative script's study focuses on the cooperation script, where the emphasis is placed on the rules of collaboration. The problem solved together will be summed up together, the teacher's role only as a facilitator that directs students to accomplish the purpose of learning. In students' interactions agreement, discussion, convey opinions of subject ideas of matter, remind one another of summarized misconceptions, drawing conclusions together. The learning interactions that occur are really student interactions with students. In student activities during the study of the cooperative script really empower the students' potential to actualize their knowledge and skills, so it really comes in line with the current constructive approach.

2. The Procedures Of Cooperative Script

Cooperative Script learning model is the delivery of teaching material that begins with giving discourse or a summary of teaching material to students who are then given the opportunity for students to read it for a moment and provide/incorporate new ideas or ideas into the teaching material provided by the teacher, then students directed to show the main ideas that are incomplete in the existing material alternately among their respective partners.

Riyanto (2012: 280) mentions the steps for implementing the Cooperative Script as follows:

- a. The teacher divides students to make pairs.
- b. The teacher distributes discourse/material for each student to read and make a summary.

- c. The teacher and students determine who the first to act as a speaker is and who acts as a listener.
- d. The speaker reads the summary as completely as possible by including the main ideas in the summary, while the listener:
 - 1) Listening/correcting/completing incomplete main ideas.
 - 2) Helps remember/memorize main ideas by connecting previous material or with other material.
- e. Exchanging roles, originally as a speaker is exchanged to be a listener and vice versa. then do like the activity.
- f. Formulate conclusions together with students and teachers.
- g. Closing.

3. Advantages and Disadvantages

- a. The advantages of cooperative script

There are some advantages in Cooperative Script describe by Wastinih (2013:39). The advantages are as follows:

- 1) To make students can interact and care with the other
- 2) Help students to understand the new material that was submitted to the teacher and to connect with the material prior knowledge, as well as students training to orally summarize, and metacognitive activities are good to train collaboration and togetherness.
- 3) It trains the hearing, accuracy. When the speaker explains the main points or ideas of the text, the listener can trains their hearing and for speaker can train their accuracy/precision on the text.
- 4) This method makes students work with other and help students work on difficult text.
- 5) Each students get chance to express their idea or opinion.
- 6) It develops 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 idea become complete material.

Based on the explanation above, it can be conclude the Cooperative Script can encourage the students to reading. This method

can make students develop new idea after read the text; student can easy understand the text. Then, it helping students to care for others, and aware of the limitation students and receive all the differences.

b. The disadvantages of cooperative script

Meanwhile, Wastinih (2013:39) also explain There are some disadvantages in Cooperative Script. The disadvantages are as follows:

- 1) Need a long time to apply this method
- 2) Class will be noisy

So that the overcome the disadvantages during learning process, the teacher and students must develop skills to set time. Students together set the time for first speaker and second speaker. The students set how long the time for first speaker and how long the time for second speaker until each student can express the ideas. To limit noisy in class the teacher try to extra control the class condition.