

## CAPTER II

### REVIEW OF LITERATURE AND HYPOTHESIS

#### 2.1.Previous Studies

There are some previous studies that researcher uses in this research:

First study was conducted by Tauhida (2010). She wrote Improving the Seventh Grade Students' Reading Skill by Using Collaborative Learning (Classroom Action Research at SMPIT Darul Muttaqien Parung, Bogor. Based on the research carried out in VII-2 grade at SMPIT Darul Muttaqien Parung Bogor academic year 2010/2011, it concluded that collaborative learning approach is effective to enhance the learners' reading skill. The result is the posttest in the third cycle gained 12 or 80%, the average of students' participation was 97.34%, higher than the average of criterion that had been determined by the teacher 84%. In addition, students' responses to learning are generally positive. Then, based on the interview result, the students' perception and impression about process of learning reading skill by using collaborative learning is more enthusiastic.

The second study was conducted by Rahman (2015). She wrote The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students' Reading Comprehension at Madrasah Aliyah Negeri MAN 1 Makassar. The result is collaborative strategy reading (CSR) has a significant effect on students' reading comprehension. The implementation of CSR is responded positively by the students and the application is preferable. In this case, the researcher would like to suggest to English

teacher at Madrasah Aliyah Negeri 1 Makassar. In this case, the researcher would like to suggest to English teacher at Madrasah Aliyah Negeri MAN 1 Makassar to think about the CSR in teaching reading comprehension. Also, teaching reading comprehension using conventional method should not be considered as useless (Rahman, 2015:54).

The third study was conducted by Zakaria (2009). Her research is entitled Improving Students' Reading Skill through Collaborative Learning Approach (A Pre Experimental Study at the Eight Grade of SMK Islam Nur Insan-Tangerang). The purpose of the study is to describe the using collaborative learning approach to improve the students' reading skill conducted at the eighth grade of SMP Islam Nur Insan-Tangerang. After conducting the research, there is significant increase in students' score after being taught by using collaborative learning approach. It also can be concluded that by using collaborative learning in reading activities to the students of SMP Islam Nur Insan Tangerang is successful.

Based on the previous studies, there are various techniques of teaching reading comprehension that have been used as research topics. The three studies use descriptive and letter text during the treatment in improving student' reading comprehension. The difference of previews studies with this research is that the present study used analytical exposition text that was used to teach students in the experiment class and control class.

## 2.2.Theoretical Framework

### 2.2.1 Reading skill

#### a. Definition of Reading

Reading is often defined in simple statements much like the following: reading is the process of receiving and interpreting information encoded in language form via the medium of print, or comprehension occurs when the reader extracts various information from texts and combines it with what already know (Grabe, 2009:15). In addition, reading is an interactive process in two ways. Reading combines many cognitive processes working together at the same time. Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain way. Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. Based on Abbasnezhad & Zoghi (2016:26) reading is of paramount importance for Foreign Language (FL) learners, as it is one of the avenues through which they learn the target language in a setting that can be described as "input-poor". On the other hand, it really is not enough just to put a book or short text in front of students and ask them to read, whether silently or out loud (Maxom, 2009:139).

Reading in a foreign language has an important impact on learning, and it is classified into different forms according to how

reading is handled (Celik, 2018:73). Reading can be thought of as a way to draw information from a text and to form an interpretation of that information. However, this ‘definition’ does not really tell us much about what happens when we read and how we comprehend a text. In addition, reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe & Stoller, 2013:3). Reading skill as one of the language skills always plays an important role in helping students of language in order to have better understanding of their language. Reading skill is necessary for language learners to acquire new information about textbooks (Mubarok, Efendi, & Sofiana, 2016:26).

Reading skill is one of the most important, in fact many instances around the world we may argue that reading is the most importance foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never have to speak (McDonough, 2013: 110). In foreign language learning, reading is a skill that teacher simply expert learners to acquire that beginning-level textbook in foreign language presuppose a students’ reading ability if only because it is a book that is the medium (Brown, 2014:185). In addition, reading is valued and seen as a tool for gaining new knowledge and rethinking current knowledge (Miller, 2006:14). Reading is useful

for other purposes too: any exposure to English (Provided students understand it more or less) is a good thing for language students (Harmer, 2001:68).

b. Type of Reading

1. Intensive reading

An early definition of intensive reading based on Hedgcock & Ferris (2009:161) states that its purpose is to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contain. However, most classroom instructors would define intensive reading more broadly. Each text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do many exercises that require them to work.

According to Celik (2018:74) intensive reading to procure detailed meaning by dealing with different aspects so that the reader takes the opportunity of making use of various reading abilities such as identifying the main idea, extracting the minor ideas, scanning for specific information, paying close attention to specified vocabulary and grammar. Intensive reading essentially requires a text of no more than 500 words (which can be read in a 2-minute period at a rate of about 5

words in a second) (Clara, Anggraini, & Murwaningsih, 2018:121). Intensive reading is a careful study, meticulous study, and detailed handling done in the classroom against a short tough task of approximately two to four pages per day. In this development indicator of intensive reading skill which is light and simple adjusted by requirement of third grade student of elementary school that is (1) know fairy tale character; (2) recognize the story of fairy tales; (3) understanding the content of fairy tales; (4) find the moral message of character values in fairy tales; (5) the ability to find the core/contents in every paragraph of fairy tale; (6) the ability to find conformity with the original cheerfulness; (7) the ability to find themes/topics of fairy tales; and (8) the ability to infer the content of fairy tales. Intensive Reading (IR) is a hair-splitting analysis of vocabulary and sentence structures, which dominates the ELT course throughout the three stages (elementary, secondary, and tertiary) of learning (Yang, 2012:112).

## 2. Extensive reading

Extensive reading does not always mean exactly the same thing in practice, it is important to begin our discussion with a range of definitions (Hedgcock & Ferris, 2009:204). Extensive reading is teaching of reading through reading. There is no overt focus on teaching reading. Rather, it is assumed that the

best way for students to learn to read is by reading a great deal of comprehensible material. Extensive reading is the most efficient way to help students change old habits and become confident second language readers (Mikulecky & Jeffries, 2007:3). The material that is given in extensive reading is to provide the opportunity for the students to fairly understand it without any assistance from an outer source (Celik, 2018:74).

Based on Pushpanathan, (2017:38) extensive reading is the only way in which learners can get way to language, read something they want to read that they are comfortable with enough time to pick up a sense of how the language fits together and to consolidate what they know. Extensive reading is reading a lot and for pleasure . It is reading done at a comfortable “easy” level. The main goal is to read without having to reach for a dictionary after every sentence or every paragraph (Nwabudike & Anaso, 2013:34).

c. Teaching Reading Using Collaborative Learning Technique

There are many collaborative learning techniques that can be used in teaching. Some of them are Think-Pair Problem Solving (TPPS), Send-A-Problem, Case Study, Structured Problem Solving, Analytical Teams, and Group Investigation (Barkley, Cross, & Major, 2005:171). Based on Barkley et al. (2005:193) said that Analytic Teams is one of the collaborative learning

techniques that can be implemented to improve students' reading ability. In analytic teams, team members assume roles and specific tasks to perform when critical reading an assessment.

According to Barkley et al. (2005:193) the techniques of analytical team is explained in more detail below:

### 1. Preparation

Proponent	List the point you agreed with and state why.
Critics	List the points you disagree with or found unhelpful and state why.
Example giver	Give examples of key concepts presented
Summarizers	Prepare a summary of the most important point.
Questioners	Prepare a list of substantive question about the material

### 2. Procedure

- a) Form student groups of four or five, assigning each individual in the team a specific role and "job assigning"
- b) Present the lecture, show video, or assign reading.
- c) Give team's class time for individual member to share their findings and to work together to prepare to present their analyses in oral or written presentations.

d) Consider a closure strategy that emphasizes roles and component tasks. Stand-Up-Share would be particularly appropriate for fairly short activity, whereas a Panel or Poster session would be appropriate for more complex assignments.

d. Micro and Macro Skill of Reading

Meaning, learning, and pleasure are the ultimate goals of learning to read (Klingner, Vaughn, & Boardman, 2007:2) although fundamental skills such as phonics and fluency are important building blocks of reading. Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. At the result, reading skill is the process of constructing meaning by interpreting a number of complex processes that include word reading, word and world knowledge, and fluency.

According to Brown (2014:187-188), notes that reading skill consists of two big elements, micro and macro skills.

- Discriminate among the distinctive graphemes and orthographic patterns of English.
- Retain chunks of language of different lengths in short-term memory.
- Process writing at an efficient rate of speed to suit the purpose.

- Recognize a core of words, and interpret word order patterns and their significance.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization) patterns, rules, and elliptical forms.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Based on Yeo (2007:43), the macro skills include these following skills.

- Recognize the rhetorical forms of written discourse and their significance for interpretation recognizing the communicative functions of written texts, according to form and purpose.
- Infer context that is not explicit by using background knowledge.
- Distinguishing between literal and implied meanings.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers,

guessing the meaning of words from context, and activating schemata for the interpretation of texts.

e. The purpose of reading

1. *Reading to search for simple information and to skim quickly*

In this reading, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. As an example, we usually search through a telephone directory to find key information, either an address or a phone number. Similarly, reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right.

2. *Reading to learn from texts*

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.

3. *Reading to integrate information*

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

4. *Reading for general comprehension*

The notion of general reading comprehension has been intentionally saved for last in this discussion for 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. (Note that the term 'general' does not mean 'simple' or 'easy')

Theory of Collaborative Learning

There are five basic elements in collaborative learning. Collaborative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as collaborative learning to the extent that the following elements are present (Laal & Laal, 2012:493):

- Clearly perceived positive interdependence; Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences. Members need to believe that they are linked with others in a way that ensures that they all succeed together.
- Considerable interaction; Members help and encourage each other to learn. They do this by explaining what they understand and by gathering and sharing knowledge. Group members must be done interactively providing one another with feedback, challenging one

another's conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another.

- Individual accountability and personal responsibility; All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- Social skills; Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- Group self-evaluating; Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.
- CL is the instruction including these elements that involves members working in groups to accomplish a common goal.

#### f. Definition of Collaborative Learning

Collaborative learning has come to mean student working in pair or small group to achieve shared learning goal (Barkley et al., 2005:4). It is learning through group work rather than learning by working alone. Although there is considerable debate and discussion about cooperative learning and collaborative learning

whether they mean the same thing when applied to group learning. Collaborative learning maintains an idea of Education as a transformative potential for all the participants (teacher and student as a whole). Cooperative learning stress an idea of Education directed towards the transmission of information in order to promote learning (Luzzatto & Dimarco, 2010:50).

Collaborative learning is based on different epistemological assumptions, and it has its home in social constructivism. Mathews, in (Barkley et al., 2005:6), captures the essence of the philosophical underpinnings of CL: “Collaborative learning occurs when students and faculty work together to create knowledge. It is pedagogy that has at its center the assumption that people make meaning together and that the process enriches and enlarges them”. In other hand, cooperative learning is the instructional use of small groups so the student work together to maximize their own and each others’ learning (Barkley et al., 2005:5). At one end of the spectrum are substantive groups that may be quickly formed to generate some ideas for immediate classroom discussion (cooperative learning). At the other end of the spectrum are collaborative learning groups with a carefully planned learning strategy or attaining specific learning goals (Nwabueze & Igbinedion, 2013:116).

Although cooperative learning and collaborative learning assign various group roles, collaborative learning could have fewer roles assigned. Thus, cooperative learning is generally more structurally defined than collaborative learning (Panhwar, Gopang, Chachar, & Baloch, 2017:119). Based on Laal & Ghosi (2012:487) collaboration is a promising mode of human engagement that has become a twenty-first-century trend. The need for think together and work together on critical issues has increased.

Collaboration learning is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers (Alipour, 2016:153). Based on Laal & Laal (2012:491) Collaborative learning (CL) is an educational approach for teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. In other definition, based on Baker (2007:14) the collaborative learning experience has the potential to motivate students to seek new insights and perspectives, ask questions openly, and practice explaining difficult concepts, thereby gaining a better understanding of the domain.

Collaborative learning technique is good strategy for improving class discussion. It is used as small-group alternative or as a warm up to whole-class participant (Barkley et al., 2005:102).

Moreover, collaboration describes how people work together rather than what they do. It is a dynamic interactive process among equal partners who strive together to reach excellence (Moreillon, 2007:4). In the 21st century, educators' overarching common goal is increasing achievement for all learners.

Collaborative learning enhances learning, as students talk about the issues involved with each other, as well as with the teacher (Cohen, L., Manion, L., Morrison & Wyse, 2010:165). Collaborative learning refers to learning activities expressly designed for and carried out through pairs or small interactive groups.

Based on Nunam (2003:3) collaborative learning entails students working together to achieve common learning goals. It is contrasted with competitive learning. Collaborative and competitive can coexist in the classroom: for example, when learners work collaboratively with some learner in a small group, but competitively against other learner in other group. In addition, collaborative learning experience has the potential to motivate students to seek new insights and perspectives, ask questions openly, and practice explaining difficult concepts, thereby gaining a better understanding of the domain (Soller, 2007:14)

g. Benefits of Collaborative Learning

Literally dozens of studies have shown that two or more individuals working together can figure out a maze or a concept underlying a set of numbers or words faster than can individuals working alone (Daniels & Edwards, 2014:274). There are some benefits that are got from collaborative leaning process that are:

- 1 Providing each other with efficient and effective help and assistance.
- 2 Exchanging needed resources such as information and materials and processing information more efficiently and effectively.
- 3 Providing each other with feedback in order to improve their subsequent performance of their assigned tasks and responsibilities.
- 4 Challenging each other's conclusions and reasoning in order to promote higher quality decision making and greater insight into the problems being considered.
- 5 Advocating the exertion of effort to achieve mutual goals.
- 6 Influencing each other's efforts to achieve the group's goals.
- 7 Acting in trusting and trustworthy ways.
- 8 Being motivated to strive for mutual benefit.
- 9 Having a moderate level of arousal characterized by low anxiety and stress.

Laal & Ghosi (2012:447-448) describe the benefit of collaborative learning into four major categories of; social, psychological, academic and assessment, as in following:

1. Social benefits;

- CL helps to develop a social support system for learners;
- CL leads to build diversity understanding among students and staff;
- CL establishes a positive atmosphere for modeling and practicing cooperation, and;
- CL develops learning communities.

2. Psychological benefits;

- Student-centered instruction increases students' self-esteem;
- Cooperation reduces anxiety, and;
- CL develops positive attitudes towards teachers.

3. Academic benefits;

- CL Promotes critical thinking skills
- Involves students actively in the learning process
- Classroom results are improved
- Models appropriate student problem solving techniques
- Large lectures can be personalized
- CL is especially helpful in motivating students in specific curriculum.

4. Alternate student and teacher assessment techniques;

- Collaborative teaching techniques utilize a variety of assessments.

#### h. Procedure of Collaborative learning

The model describes potential indicators of effective collaborative learning teams, and proposes strategies for promoting effective peer interaction in an intelligent collaborative learning environment. The strategies outlined (such as assigning roles to students, or facilitating brainstorming sessions) (Baker, 2007:65) as the follows:

**Table 2. 1 The Strategies outlined of Collaborative Learning**

Name of Model Element	Description of Element	Strategies for Promoting Effective Behavior
Participation	All students share their ideas openly	Facilitate round-robin brainstorming sessions
Social Grounding	Students establish and maintain a shared understanding	Choose roles to assign to students, and rotate roles at appropriate times
Active Learning	Students achieve a high quality of communication by practicing explanation, justification and motivation	Have computer or student play devil's advocate to encourage critical thinking
Performance Analysis &	Students individually and collectively assess	Provide feedback on group/ Individual

Group Processing	their progress	performance
Promotive Interaction	Team members promote each other's success by helping each other	Help students recognize their peers' needs and train them to respond by composing high quality explanations

The strategies above in Table 2.1 (such as assigning roles to students, or facilitating brainstorming sessions) describe the actions that a computer is become facilitate learning teams. Each strategy addresses a different aspect of effective interaction.

### 2.3.Hypothesis

#### 2.3.1 The Null Hypothesis (Ho)

The researcher formulates the null hypothesis (Ho) as follow:  
 “There is no effect of using collaborative learning technique to improve students' reading skill at eleventh grade of SMK N 1 Batealit in the academic year of 2019/2020”.

#### 2.3.2 The Alternative Hypothesis (Ha)

The researcher formulates the alternative hypothesis (Ha) as follow:  
 “There is effect of using collaborative learning technique to improve students' reading skill eleventh grade of SMK N 1 Batealit in the academic year of 2019/2020”.