**CHAPTER II**

**THEORETICAL FOUNDATION**

1. **Reading Comprehension**
2. Definition of Reading Comprehension

In life, reading is one of important parts that must be done. The reason of people to read is comprehension. They will find many texts in daily life for being comprehended. Then, in comprehending English text or main idea, people definitely interact with the text relating pre-questioning of the text to prior experiences of construct meaning which can be found in the text. There are some definitions of reading comprehension from differents experts over a period of time.

According to Block, Rogers and Johnson (2004:3), “Reading comprehension is an active process connected to the thinking process, text ual content, knowledge or ideas through thinking process, which requires analysis, coordination and interpretation”. It means that reading comprehension can be used for knowing level of understanding on the text for the reader.

Israel and Duffy (2009:32) asserted that reading and comprehension are two elements that can not be separated each other. As the result, reading comprehension is an activity to understand writer ideas through interpretation of meaning and interaction with existing knowledge.

Moreover, Grabe & Stoller (2011:13) say, “Reading comprehension is an extra ordinary feast of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers”. It means that reading comprehension is an ability to comprehend the writer ideas through interpretation of meaning and interaction with existing knowledge enjoyably.

Above all, it can beconcluded that reading comprehension is a process to understand the writer ideas in the text. In reading comprehension, the teacher will know the level of understanding their student in comprehending the text deeply. It can be strategy of the teacher to teach reading in the class well.

1. Strategies of Reading Comprehension

In reading comprehension, strategy is needed to support their reading comprehension. Brown (2007:366-371) says that there are 10strategies that can be used in reading comprehension. They are identifying the purpose in reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading techniques for improving fluency, skimming the text for main ideas, scanning the text for specific information, using sematic mapping or clustering, guessing when you are not certain, analyzing vocabulary, distinguish between literal and implied meanings, and capitalizing on discourse markers to process relationships.

The first strategy is identifying the purpose in reading. Efficient reading consists of cleary identifying the purpose in reading something. Whenever the teacher teaches a reading technique, make sure the students know their purpose in reading something.

The second strategy is using graphemic rules and patterns to aid in bottom-up decoding. One of the difficulties students encounter in learning to read is making the correspondences between spoken and written English in many cases. The students have become acquainted with oral language and have some difficulty learning English spelling conversations.

Using efficient silent reading is the third strategy for improving fluency. It can help the students to be efficient readers. For example, an efficient readers will try to make certain about the meaning of unfamiliar words and concepts in the text.

The next is skimming the text for main ideas by quickly running one’s eyes across a whole text such as an essay, an article, or a chapter. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, and possibly some of developing or supporting idea.

The fifth is scanning the text for specific information. Scanning means quickly searching for some particular pieces or information in a text. Scanning may ask students to look for names or dates, to find a definition of key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

The sixth is using sematic mapping or clustering. Reading can be included by a long string of ideas or events easily. This strategy can help the readers provide some order to the confusion. The next is guessing when the students are not certain. The students can use guessing to help them become accurate guessers by encouraging them to use effective comprehension strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to learn.

The other strategy is analyzing vocabulary. One way for the students to gues the meaning when they do not immediately recognize a word is by analyzing it in terms of what they know about it. Distinguishing between literal and implied meanings is the next strategy that requires the application of sophisticated perceptions skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntatic surface structure makes special demand on readers.

Furthermore, capitalizing on discourse markers to process relationships. Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners’ reading efficiency.

Moreover, there are seven strategies of reading comprehension according to Moreillon (2007), including activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing.

The first is activating or building background knowledge which provides critical support for reading comprehension. It can effectively model their thinking and demonstrate their individual prior knowledge, identify the need for additional background information, and share unique responses to texts.

The second is using sensory images. Sensory images are part of the background knowledge that the students bring to the text. Basis knowledge help the students utilize all their sense in reading the texts to supports their comprehension. It has the potential to increase students’ enjoyment and memory of their literary experiences.

The next is questioning, which is an essential component of reading comprehension of conducting research and of critical thinking. In short, questioning is also a key to learning. Here the students can focus on asking and answering questions that relate to their purposes.

The fourth is making predictions and inferences. Predicting and inferring before, during, and after reading are comprehension strategies that can appeal to readers’ sense of adventure and challenge. It can effectively design, implement, and asses lessons that show the use of prediction and inference.

The next is determining main ideas, which is a complex process. Main ideas are always dependent on the purpose for reading and the judgement of the reader. The teacher should give students the opportunity to engage with the same texts for different purposes.

Using fix-up options is the sixth strategy. It is one of the important tools students can develop to improve reading comprehension. The students can re-read what they read, read out loud, and use context clues. It is effective to know their ability in monitoring their own understanding of the texts. It can also develop their ability to improve their comprehension in reading.

Synthesizing is the last strategy, by guiding the students through the information literacy process and requiring that their process include their own interpretations of the ideas and information they read and view. The teacher can help the students develop the critical thinking skills they will need to negotiate the challenges of the future.

According to Manhattan (2009:69), there are six strategies for reading comprehension, including using scoring system when stuck between two answer choices, matching key words in specific questions to key words (or synonim) in the passage, defending the answer choices with one or two proof sentences, justifying every word in the answer choices that contain extreme words, choosing an answer choice that infers as little as possible, and previewing the first question before reading the passage. The first is using scoring system when stuck between two answer choices. It is used to determine which answer choice relates to more pharagraph in the passage. It is used also to assign a value to each one definitely.

Matching key words in specific questions to key words (or synonim) in the passage is the second strategy. It deals with details, inferences, assumptions, and arguments. The readers only read the question and focus on the keywords that the most likely to find in the passage, then look back over the passage to find those key words.

The next is defending the answer choices with one or two proof sentences. It is used to defend the correct answer choice. Only a handful of specific questions require more than two proof sentences.

After that, justifying every word in the answer choices that contain extreme words. Every word must be completely true and within the scope of the passage. If the readers are not able to justify every word in the answer choice, eliminate it.

Choosing an answer choice that infers as little as possible is the next strategy. In general, the reader should infer so little that the inference seems obvious. It is often surprising how simplistic inferences are.

The last is previewing the first question before reading the passage. The readers will not know all of the questions that you will have to answer on the passage. However, you will know the first question, which appears on the screen at the same time as the passage.

From the definition of the experts above, it can be concluded that there are many strategies of reading comprehension that the teacher and the students used in the class. It will help the students to improve their skill in reading comprehension. The teacher also will be easier to teach reading comprehension in the class.

1. **Cooperative Learning**
2. Definition of Cooperative Learning

Agarwal and Nagar (2011) state, “Cooperative learning involves working together on some taks or issue in a way that promotes individual learning through process of collaborates in groups”. It relates that cooperative learning is one of techniques that emphasizes students’ collaboration in finishing the taks’ group.

Moreover, Cooperative Learning emphasizes on students’ centered-learning. It can make the interaction between each student or between students and teacher. This method can motivate the students to work together effectively. It is supported by Murdoch and Wilson (2004:4) who state that when structured well, cooperative learning involves students in high-level interaction with others. They work as a team, share resources, ideas, feedback and the goal. This usually means a group product is completed.

The other is according to Jollife (2007), who states that cooperative learning requires pupils to work together in a small groups to support each other to improve their own learning and that of others. It means that in cooperative learning, students are required to work together in a group to solve a problem. If they work together in a group, it will make them quickly understand the material given by the teacher because they will be comfortable in discussing with their own friends.

Based on the definitions from the experts, it can be concluded that cooperative learning is a successful teaching strategy. In cooperative learing, each student in a group have a different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each team member is responsible not only to learn what is taught but also to help a other learners.

1. Components of Cooperative Learning

There are five components of cooperative learning according to Agarwal & Nagar (2011:22-23), including face-to-face interaction, positive interdependence, individual and group accountability, interpesonal and small group skill, and group processing. In face-to-face interaction, the students have to motivate each other to learn more. In this situation, they have an opportunity to share and discuss with their group for the topic given by the teacher.

Positive interdependence means that the students have to understand the material together with their group. Here, the students are interdependent because they try to make the material clear in their group, not only for individual, but also for everyone else in the group.

In individual and group accountability, each member has a responsibility to understand the material, not only for themselves, but also for the other member. It can build the passion of all members to be a successfull group.

Interpesonal and small group skill are basic teamwork skills. In this case, the students have to think how to make an effective leadership, manage the conflict that is rising in the group, and solve it. They have to know and trust each other.

Group processing means that every member should enjoy being in group. It means that they feel comfortable, so they can give their opinions openly without any doubt. They should feel free to communicate because they have to discuss with other members in their group to achieve a goal, and also for maintaining effective working relationship.

In line with Agarwal & Nagar (2011:22), Johnson and Johnson (2008:62) also state that there are five components of cooperative learning, including positive interdependece, face-to-face promotive interaction, individual accountability, interpersonal and small group skills, and group processing. All components have similar definitions as they are defined by Agarwal & Nagar.

Moreover, there are four components of cooperative learning based on Jasmine (2007:141). All group members need to work together to do the task, the learning group must be heterogeneous, the learning activities should be designed in such a way, and the academic and social goals of a lesson should be known. Dealing with the first component, in cooperative learning, the student who has finished doing his job, helps other members who have not finished doing it.

The next is the learning group must be heterogeneous, in which the teacher is required to organize groups in such a way that there is a balance of abilities in each group. The third is the learning activities should be designed in such a way. Every student contributes to the group and every group member can be evaluated on the basis of a performance. This provides an important role to accomplish the task on each member.

The last component is the academic and social goals of a lesson should be known. The students need to know the purpose of the lesson to be learned so they can predict what they will do when learning begins. so that each student will better understand the material given by his teacher.

From this, it can be concluded that cooperative learning has many components based on the explaining from the experts above. There are some experts that has same oppinions about the components of cooperative learning. The point of component of cooperative learning is every member in the group must work together to solve a problem.

1. One Stays The Rest Stray Tecnique

One stays the rest stray is the modification of one stay two strays technique in cooperative learning. In one stay two strays technique, the students who stray are limited just two students, but, in one stays the rest strays technique, the students who stray are not limited. According to Surjosuseno (2011:135), “One stays the rest stray technique is completely students’ centered since the students may change the teachers’ roles to suit their particular situation”. It means that the students have opportunities to speak and explain in front of their friends that cause them to develop their accountability.

Wijayanti (2013:1) says, “One stay-the rest stray strategy is a learning group method that can help student to express understanding, speaking, thinking process, and clarify understanding.”. It shows that one stays the rest stray has many advantages for students in learning process in the class.

Furthermore, based on Johnson, D.W., Johnson, R.T. and Stanne, M.B (2000) in Surjosuseno (2011), using one stays and the rests stray can help the students keep on task, speak orally, recall the knowledge, and comprehend the text well and happily. It means that it can create a fun atmosphere in the classroom and more variety of learning and understanding with the material given by the teacher. So, the teacher and the students in the class will feel comfortable when teaching learning process starts.

Based on the definitions from the experts, it can be concluded that one stays the rest stray is the modification of one stay two strays technique in cooperative learning which can help the students to make a learning team in the class well. It is also the modification of one stay two strays technique that has no limitation to the students who strays. So, the students have opportunities to speak up more in front of the class.

1. **Related Research**

The research had been conducted by Surjosuseno (2011) with the title “The effects of “one stays the rest stray” and“lockstep” techniques on the enhancement of students’reading achievements”. The research was conducted for students of Faculty of Teacher Training and Education at Widya Mandala Catholic University, Surabaya, Indonesia. The result of the research found that most students (87%) need a new strategy in teaching and not all students have good achievements in reading texts (37.14%) in EFL classes. The result of statistical computations showed that the reading achievements of the experimental group increased and was significantly different from those of the control group.

Another research was conducted by Wijayanti (2013). The title of the research is “One stay – the rest stray: *bukankah membaca buku kalkulus seharusnya tidak serumit seperti mengisi teka-teki silang?”.* The research was conducted for mathemathic students of Faculty of Teacher Training and Education, Unissula Semarang, Indonesia. The result of this research is using reading strategy and one stay-the rest stray strategy build good communication process that can make mathematics learning easier. Solving calculus task using reading strategy (before reading, reading, after reading) construct bridge knowledge in the past and in the present.