CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies that related to the present study. Theoretical studies discuss related theories to this present study, while previous studies discuss the implementation of that related theories to prior studies.

2.1 Theoretical Framework

2.1.1 The Nature of Teaching reading

According to N. L, Gage (1963), Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Edmund Amidon defined it as, Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity. H.C. Morrison (1934), states that, teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.

1) Concept of Teaching

Teaching is a process which usually takes place in the classroom situations. It is more formal processes. In the classroom situations, we see that, the teacher has something in their mind and wants to convey it to the students. In the words of John Brubacher (1939), teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in thecourse of doing so. For this purpose, they takes the help of teaching. They take all efforts to make the students understand it. Their teaching is successful if the students are able to grasp it fully.

In addition, A. H. Sequeira (2012) Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidential or natural in the way that our appearance changes as we get older. Learning is arelatively permanent change, usually brought about intentionally.

2) Need of Teaching

Through teaching, the teacher aims at giving some knowledge to the students, passing some information to them, making the students acquire some skill, changing the attitude of the learners, modifying the behavior of the students, giving some experiences of life, etc. A sincere and hardworking teacher makes every effort to achieve the desired ends. Teaching is an art of educating other people. In this age of science and technology when there is explosion of knowledge, the process of teaching has reached new dimensions. It is no longer a simple art of imparting information to the students. It is now tending to become a technology by itself instructional television, computer assisted instruction, teaching machines, etc. Teaching is an activity which goes on between the two parties i.e. the giver and the receiver. Teaching is not a mechanical process. It is an intricate, exacting, challenging job. Teaching cannot be boiled down to a convenient formula of "telling and testing". It is the complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning. According to the conceptual change literature Pintrich, Marx, & Boyle (1993) the willingness to implement an alternativeteaching approach is a function of teachers' motivational beliefs.

3) Function of Teaching

The teacher has to diagnose the entering behavior of the students. The initial potential of the students in terms of cognitive and affective abilities should be properly diagnosed with the help of some diagnostic tests. The teacher has to diagnose and formulate specific educational objectives, the type and amount of behavioral changes they wants to introduce in the students. The teacher has to analyze the content, instructional material and environmental facilities available for carrying out his task. Although the teacher as independent variable, is more active in exercising diagnostic functions, yet the role of the students as a dependent variable cannot be underestimated. The teacher has also to perform certain important diagnostic functions on the basis of his perception for their abilities and responses.

4) Prescriptive Functions

On the basis of diagnosis, the teacher takes decision about the needed prescription for achieving the stipulated objectives. Accomplishment of objectives needs an appropriate interaction between the teachers and the students which, in turn, needs proper management of the intervening variables by the teachers.

In teaching, we must perform the following functions;

a) Setting appropriate contents and organizing them into proper sequence.

b) Selecting proper teaching techniques, strategies and feedback devices in view of the individual difference among the students.

c) Seeking essential cooperation from the students for a purposeful interaction.

In the performance of prescriptive functions also, the teacher is likely to be more active than the students. The prescription is made for the student to bring

desirable changes in their behavior. The student has to work for the purposeful interaction and give their sincere cooperation for the teacher in exercising the various prescriptive functions.

5) Teaching Reading

Teaching is a complex process; it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. Jaremy Harmer argue that teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable, (Harmer, 2008). Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language. In the classroom, reading is one of ways to make the students understand in teaching – learning process. Every student has different character, so the 13 teacher is expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. The first is summarizing. Summarizing is

how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. The second is questioning. Questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. The third is skimming. Skimming is aimed at getting quickly the main ideas and the purposes of reading selection (Cahyono et al, 2011).

The fourth is scanning. Scanning is quick reading to find the general idea, scanning is quick reading to locate specific information. From the statement above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies is important for students to learn reading.

2.1.2. Sources of Teaching Practice

The notion of teaching practice is hinged on experience-based learning associated with Dewey (1938), Vygotsky"s (1978) social cognitive theory and founded on the premise of situated learning (Lave& Wenger, 1999). Teaching practice is regarded as the transition between professional practice and the period when students take increasing responsibilities for guiding the learning of others. It offers student teachers the opportunity of assuming major responsibilities for the full range of teaching duties in a real school situation under the guidance of field based supervisors, faculty-based and partnership school principals. The concept of guidance is not new in education; in fact it dates back to the "Middle Ages" when prospective teachers served apprenticeship with a "master teacher". Afe (1990) considers this guidance role in teaching practice as contributing to the development of quality teachers.

Teaching practice is a very vital component of teacher education programme. It provides student teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003; Marais & Meier, 2004; Perry, 2004).In related literature it is common to find in use such terms as "teaching practice", "practice teaching" and "student teaching" being used interchangeably. These terms refer to student's field experiences while in training. Every student in a teacher education programmed is expected to take part in teaching practice, which serves as an initiation into the real life world of school and teaching. In the same vein, Ogonor and Badmus (2006) define teaching practice as "the periods when student teachers are aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach students in the

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partnership schools". Marais and Meier (2004) assert that teaching practice represents the range of experiences to which student teachers are exposed to when they work in classrooms and schools.

Meanwhile, in this study the researcher will discuss how a teacher practiced teaching reading in EFL classroom. As we know that, the main course in this study was a teaching reading.

Word-level reading skill plays a necessary and central role in reading ability and its development, representing the major determinant of reading ability in the elementary grades (Gough, Hoover, & Peterson, 1996; Juel, 1988; Stanovich, 1991). Skilled word reading provides the reader with the raw materials for subsequent comprehension processing. Together with listening comprehension, word-reading skill accounts for nearly all of the reliable variance in reading ability, and individual differences in word recognition explain significant variance in reading ability, even after controlling for listening comprehension (Curtis, 1980; Hoover & Gough, 1990).

Indeed, problems in acquiring word-level reading are the principal difficulties faced by children who encounter reading problems in the primary grades (Snow, Burns, & Griffin, 1998) In Perfetti's (1985, 1992) verbal-efficiency account of reading ability, fast-operating word-identification processes served as the foundation for text comprehension. According to this theory, general constraints on attention and memory place a premium on efficient processing. The processing demands of certain aspects of the reading process can be reduced by learning and practice. As reading skill develops, word recognition becomes more

efficient, thereby releasing attention resources that extend the capacity of working memory for integrating text propositions and constructing meaning.

By contrast, less skilled readers are limited by inefficient word recognition. This taxes attention resources and consumes working-memory capacity needed for comprehension. Support for verbal-efficiency theory comes in part from the strong association between text comprehension and speed of word reading, whether word-reading speed is measured on isolated word tasks (McCormick & Samuels, 1979; Perfetti & Hogaboam, 1975) or in context (Deno, Mirkin, & Chiang, 1982; Fuchs, Fuchs, Hosp, & Jenkins, 2001; Fuchs, Fuchs, & Maxwell, 1988; Jenkins & Jewell, 1993). Because word-reading skill occupies a foundational position in theoretical accounts of reading ability, with direct bearing on reading-comprehension success, researchers have come to rely on measures of word reading in comparing the efficacy of approaches to reading instruction (e.g., Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Torgesen, Wagner, & Rashotte, 1997; Wise, Ring, & Olson, 2000). On an even more practical note, the strong association between context-reading speed and reading-comprehension ability inspired the development of curriculum-based measurement (CBM; Deno, 1985), a technology for ongoing assessment of reading development, which uses timed, repeated measurement of correct words read in context.

The relations among reading comprehension, context-free reading fluency, and context reading fluency are the subject of the present study. Reading researchers have used various definitions of reading fluency, sometimes emphasizing speed of accurate reading (Deno, 1985; Nathan & Stanovich, 1991; Stanovich, 1980; Torgesen, Rashotte, & Alexander, 2001), sometimes including

context-free word-reading latencies and times (Stanovich, 1980; Torgesen et al., 1997), sometimes including prosodic features (Allington, 1983) and intonation (Rasinski, 1990) and sometimes a combination of "accuracy, speed, expression, and simultaneous understanding of text" (S. J. Samuels, personal communication, March 2002).

In this research, we use the term reading fluency generically to refer to time-based measures of accurate word reading, both in and out of context, scaled as reading speed (correct words per minute) and reading times (seconds per correct word). We examine the common and unique relations among measures of reading ability, focusing particularly on the contributions of context-free and context reading fluency to reading comprehension and on sources of individual differences in context reading fluency. Before taking up these questions, we briefly consider current understanding of the connections between reading comprehension and word-reading fluency in and out of context.

Although word-level reading skill can be measured in or out of context, the two tasks are not identical. For one thing, words in context are read faster than the same words out of context (Biemiller, 1977–1978; Doehring, 1976; Perfetti, Finger, & Hogaboam, 1978; Stanovich, 1980). Context reading fluency depends to a considerable degree on pure (context-free) word-recognition skill, but it is also influenced by processes that originate in context. Posner and Snyder (1975) described two context-based expectancy processes that facilitate word recognition in context. The two expectancy processes are independent, operate concurrently, follow different time courses, and are distinguished by the presence or absence of conscious attention in their operation.

The first process consists of an automatic, fast-spreading semantic activation that does not consume attention resources. It operates when stimulus information (i.e., context) activates a memory location (e.g., word meaning) that automatically spreads to neighboring or related semantic memory locations, thereby privileging the retrieval of some words over others. In effect, the spreading activation lowers the threshold for perceiving the activated words, thus speeding recognition. Whereas spreading semantic activation is automatic and makes no demand on attention, the second expectancy process involves slow-acting, attention-demanding, conscious use of surrounding context for word identification. Together, these expectancy processes account for context facilitation of word recognition (i.e., superior word-reading accuracy and speed in context).

The relation between context facilitation of word recognition and reading ability has been a controversial topic. Goodman (1976) and Smith (1975) proposed that compared with poor readers, skilled readers made greater use of context for word identification. However, this view has been seriously challenged. Reaction-time studies indicate that more and less skilled readers differ in the amount of facilitation they receive from context, but contrary to Goodman's conjecture, less skilled readers consistently show more context facilitation of word-reading speed (Perfetti, Goldman, & Hogaboam, 1979; West & Stanovich, 1978). On the basis of this research, Stanovich (1980) proposed an interactivecompensatory model to explain individual differences in reading fluency.

According to this model, bottom-up (print driven) and top-down (meaning driven) processes operate concurrently when aword is encountered in sentence context. Whether individuals rely on context to expedite word recognition depends on the efficiency of their bottom-up processes. Skilled readers rarely depend on conscious prediction to identify words in context because their word-identification processes operate extremely fast, before the relatively slow, hypothesis-forming (top-down) processes conclude their work. In fact, as individuals grow in reading ability, word identification becomes as rapid as to be described as encapsulated (i.e., impenetrable by outside knowledge sources or conscious prediction; Stanovich, 1991).

By contrast, less skilled readers are burdened by inefficient word-processing skills that execute even more slowly than top-down word-prediction processes. Sentence context compensates for poor readers' slow print processing when it delivers top-down information about a word's identity before bottom-up processing has concluded.

Research supporting the interactive-compensatory model derives mainly from reaction-time studies that compare the time required for more and less skilled readers to name words presented at the end of sentences versus words in isolation (Perfetti et al., 1979; Perfetti & Roth, 1981) or following no context or neutral, consistent, or incongruous sentence contexts (Stanovich, 1981). In these studies, context facilitation of reading speed is stronger for less skilled readers following consistent versus neutral or incongruous sentence contexts.

However, in contrast to the consistent findings of reaction-time studies, research on context facilitation under more naturalistic reading conditions has

produced varying results. Oral-reading studies comparing performance in longer texts and word lists also find evidence for context facilitation (e.g., faster reading speeds in context), but unlike reaction-time studies, less skilled readers do not always show greater context facilitation of oral-reading times (Allington, 1978; Bowey, 1984, 1985; Cochrane, 1974; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003).

A number of methodological differences could account for the discrepant results from reaction-time and oral-reading studies. The most prominent difference involves the measurement of reading speeds. In reaction-time studies, researchers confine their measurements to words read accurately in isolation or at the end of sentences (ignoring errors). By contrast, oral-reading studies typically use word lists and longer texts and measure either total reading time or speed (rates) for accurately and inaccurately read words combined. The present study uses an index closer to the latter, more naturalistic approach (i.e., timed; words read correctly in lists and context) to examine relations among measures of reading ability.

2.1.3. Teacher strategies in Teaching Reading

In teaching reading, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom. In teaching reading, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000, p. 306-311), the following are eight strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts (Brown, 2000, p. 306).

b) Using graph emic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc) (Brown, 2000, p. 306).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading (Richards and Renandya, 2002, p. 29). Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text (Harmer, 2001, p. 69). Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas (Brown, 2000, p. 306).

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details (Brown, 2000, p. 308).

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading (Harmer, 2001, p. 69). The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g) Guessing when you are not certain Learners can use guessing to their advantages to:

(1) guess the meaning of a word,

(2) guess grammatical relationship (e. g. , a pronoun reference),

(3) guess a discourse relationship,

(4) infer implied meaning ("between the lines"),

(5) guess about a cultural reference, and

(6) guess content massages (Kader, 2008, p. 108).

2.1.4. Types of Teaching Reading

1) Principles of Teaching Reading

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching reading, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that, the teacher should create the situation where students can read the text silently and after that discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts. So, teaching reading is not a simple matter but teacher can create a lot of activities which can raise students' motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive effects on the students' reading comprehension. By applying the right strategy in reading class, it is believed that, students will have high enthusiasm in joining the lesson.

Harmer (1998) formulates six principles in teaching reading. They are mentioned as follows:

a) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When students read a text, they must do other activity not just read a text at glance. Students do not only catch the surface structure of the text content. It means that, the teacher does not merely ask the students to read the text, but she has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to

draw the context of the text, the writer's arguments, and works which agree with them.

b) The teacher has to make the students enjoy reading the passage To make students interested in reading is important.

When the readers are not interested or enjoy reading, they will get noting from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text they are reading.

c) The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

d) The teacher should emphasize that, prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

e) The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, teachers are expected to choose good reading tasks which can be interactive for the students. The interactive texts may be undermined by asking boring and inappropriate questions.

f) Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teachers does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language, gives additional tasks to the students.

2) The Types of Classroom Reading Performance

Brown (2001) asserts that, there are two types of classroom reading performance, they are oral and silent reading. Oral reading in the beginning and intermediate levels are used as an evaluative bottom up skills and examination of pronunciation. Thus, oral reading is not the real authentic language activity. Moreover, other students will lose attention while a student is reading orally. The second type of reading performance is silent reading. It may be divided into intensive reading and extensive reading. Intensive reading is usually focused to develop linguistic competence in which the teacher gives a short difficult text.

Intensive reading also pays attention to grammatical forms, discourse markers and other surface details for the purpose of complete and detailed

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understanding. Meanwhile, extensive reading is carried out to achieve literal meaning, implications, and general understanding. It is usually somewhat longer text books, long articles, and other interesting reading materials. Extensive reading can help the learners to get away from analysis or much look up unfamiliar words.

3) Teaching Reading As A Foreign Language

Reading is a complex process which involves linguistic and cultural background, knowledge and the reader's purpose for reading. Thus, there are differences in reading comprehension abilities between the first and the second language readers. Teaching reading in a foreign language aims at teaching how the language is used for conveying the message and develop the skills to understand the content of the expressed language (Nuttal, 1996).

In addition, Brown (2007) states that, teaching is guiding and facilitating learning, enabling the learner to learn, and setting condition for learning. Teaching reading then is guiding and facilitating learner to read. Thus, there are many components involved in teaching of reading.

4) English Teaching and Learning Process

English is considered the first foreign language to be learned in Indonesia. It is learned as a compulsory school subject at junior high school. Junior high school students consider as teens or young adults whose ages range between thirteen and fifteen. Those students are in an age or puberty, as Brown (2001) states that, students at those ages are in an age of transition, confusion, self-consciousness, growing and changing bodies and minds. In other words, teen's students are in the age of transition between children and adult. They are

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experiencing the process of growing up which make several changes on their body and mind, and sometimes that process of transition gives them confusion. Those can be some factors that need to be concerned about in teaching English for teens.

Therefore, teacher should know the characteristics of the students in a level of age to decide how and what to teach. There are some characteristics of junior high school students as stated by Harmer (2001). There are positive and negative characters. The main characteristic is that, the junior high school students are emotionally unstable. Since they are in the search of individual identity and tend to be disruptive in class, it can cause discipline problems during teaching and learning process. Their changing in physical and also emotional makes them to be very sensitive. They act depend on the stimuli; if they are interested in something, they can perform good responses. They also have a great potential for creativity and a passionate commitment to things which interest them. If they are engaged, they have a great capacity to learn. In that case, teaching junior high school students need to provoke students' engagement with material which is relevant and involving (Harmer, 2001).

5) Reading

There are many definitions of reading according to many language experts. According to Rivers (1981), reading is a process of enunciating the conventional way the sounds symbolized by the printed or written markers on the script. Brown (2004) adds that, reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. Furthermore, Nunan (1989), states that in reading, the readers do a solitary

activity in which the reader interacts with the text in isolation. This isolated activity involves many interactions between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

According to Harmer (2002), when the learners read a story or a newspaper, they deploy a range of respective skills. It means that, reading is respective skills that require the readers' ability to create interaction between the linguistic knowledge and knowledge of the world. Burhan (2012) explained that, reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it. He then concludes that, the main goal of reading is a process of comprehending written texts.

And based on the experts' quotation above, the researcher defines reading as the process of decoding and understanding of a writing system into the spoken words they represent and at the same time analyze the meaning or the messages of the text by paying attention to the intonation, stressing, and pronunciation.

6) Reading Comprehension

Lenz (2005) states that, reading comprehension is the process of constructing meanings from the text. It means that, the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text.

Finally, its process results a meaning of the text which is being understood by the readers.

Furthermore, Klinger, Vaughn, and Boardman (2007) state that, reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

According to Alexander (1988) comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. There are two kinds of comprehension. First, the literal comprehension in which the reader is getting only literal meaning, that is, receiving and understanding only what the author has said. This kind of reading tends to be receptively and passively because there is no process of efforts to dig out the deeper meaning. Second, the implied comprehension, that is, reading beyond or between the lines when the reader is doing the action, he brings his knowledge and experience to the act of reading, draws inferences and applies reading to life situations. It means that he is reading actively where there is an interchange of ideas with the author. Good readers read for mainly means that they do not look at all of every sentence for they can understand more than the sentences they read. Good readers can unite their purpose with the author's.

Based on the explanation above, reading comprehension ability is the readers' ability in understanding the text to find required information in

accordance with the reader's purpose. In order to find that information, readers must be able to find the writers' ideas whether it is explicit or implicit stated in the text by applying the most effective strategies of reading comprehension.

The theories above tell us that reading comprehension is a complex interactive process that involves what is being read and what readers already know in the real world. The readers who are good at comprehending can organize between their background knowledge and the message in the text and deciding which process is needed to meet their purpose of reading. The comprehension process which is focused on how the way of reading works will guide the readers to comprehend a reading text systematically. Some steps in the comprehension process allow them to operate their thought systematically. It can be useful for readers to get the meaning of the text in an easier way. In other words, reading comprehension is a type of reading that focuses on getting the message of the texts.

d. Cooperative Learning

1) Definition of Cooperative Learning

As mentioned earlier, the teaching of reading should fulfill some principles of teaching of reading. The teacher should use appropriate techniques and create classroom activities engaging for students to actively involve themselves in the reading class in order to achieve common goal in learning. One of the principles is related to the technique that helps students to develop their reading skill and strategies to improve their comprehension. By implementing the appropriate reading techniques and creating reading activities that including micro skills and strategies in reading, the teacher will help students to read more effectively and easier to deal with various types of texts as well as create the teaching and

learning process run effectively and motivating for students. Those techniques and activities that are required to improve student's reading comprehension can be found in the cooperative learning. It is one of the teaching strategies which are commonly used in the process of teaching and learning process. Cooperative learning is a kind of teaching strategies that commonly used in the classroom.

According to Brown (2001) cooperative learning is one strategy that involves students to work together in pairs or groups and they share information. Furthermore, Johnson, Johnson & Smith (1991) states that, cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's' learning. They are a team whose player must work together in order to achieve common goals in learning. It involves both positive interdependence which all members must cooperate to complete the task and individual and group accountability which each member is accountable for the complete final outcome. By doing this, the classroom atmosphere will be enjoyable for students to learn in order to achieve the goal of the lesson as well as the goal of the team.

According to Richard and Rogers (2001), cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class. By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject. In addition, Richard and Rogers (2001) define that, cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is

motivated to increase the learning of others. Slavin (1995) states, in cooperative learning strategy, the teacher divides the students into small groups or teams. The teams or group formed are heterogeneous – made up of high, average, and low achievers, boys and girls students of different ethnic groups.

In other words, cooperative learning is a learning strategy which covers both individual and small group learning in a heterogeneous team. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending materials. Moreover, students are trained to learn activity because they should involve in the learning activities. However, this learning strategy emphasizes the role of individual participation to determine the group achievement in the learning process.

Furthermore, cooperative learning gives more benefits for students Slavin (1990). They are promoting students learning and academic achievements, increasing students' memory during learning process, and enhance students' satisfaction with their learning experience and helping students develop oral communication skills and social skill, promoting students self-respect and helping promote positive race relations. In addition, a cooperative classroom increasingly emphasizes mediated learning. Mediation can be defined as facilitating, modeling, and coaching. Facilitating involves creating a rich environment and activity for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students several of authentic learning tasks. Coaching involves giving hints or clues, providing feedback, redirecting students' efforts and helping them in using the strategy. This is to provide them with right amount of help when they need it.

Johnson in Richards and Rogers (2001) believes that, low achieving students might fall behind higher-achieving students in the classroom learning when the teacher is focusing competition rather than cooperation and teacher usually favored high-achieving students. Cooperative learning in this context is possible to raise the achievement of all students in the learning activities. It also helps the teacher build positive relationship among students and give students the experiences they need for a good social, psychological, and cognitive development.

In addition, Chamot and O'Malley (1992) state that, cooperative and collaborative learning requires students to interact and rely on others and themselves to complete the task. That interaction may be the structure in which each student is given a specific and certain role in the group. These also can be structured in formally in which students are collaborating to finish the task. They also suggest that the cooperative environment offers many other rewards so that, learners become more active, self-dedicated and communicative.

In summary, cooperative learning is a strategy which maximizes students' involvement, participations, and cooperative activities with the use of small group learning. It promotes students to take responsibility for their own and each other's' learning in the group. It also helps teacher create learning environment which engages both students as an individual and group achievement at the same time. Moreover, cooperative structure of learning is useful to minimize domination of individual learner and teacher-centered during the lesson.

2) The Elements of Cooperative

Learning Johnson and Johnson (1994) propose five key elements of successful group based learning in cooperative learning. Following are the five basic elements of cooperative learning.

a) Positive Interdependence

The first requirement for an effective structured cooperative learning environment is that students believe they "sink" or swim together. Cooperation occurs only when students perceive that the success of one depends on the success of other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for group success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

b) Face to Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other learning and success. It is necessary to maximize the opportunities for them to help, support, encourage and praise each other. Such interaction helps to promote the following:

1. Orally explaining how to solve the problem.

2. Teaching one's knowledge to other.

3. Checking for understanding.

4. Discussing concepts being learned.

5. Connecting present with past learning

c) Individual and Group

Accountability The purpose of cooperative learning group is to make each other member a stronger individual. Individual accountability exists when the performance of each individual student is assessment and the results are given back to the groups. It also involves both group and individual performance. One of the examinations is by assigning each student in a group to have certain responsibility in finishing the project. Another examination is by calling on a student at random to share with the whole class with group members or with another group.

d) Social Skill

Students must be taught the social skills and motivated to use social skills which are needed for teamwork decision-making, trust-building, communication and conflict management skill. The social skills determine the way students interact with each other as teammate and structuring and structure. Structuring and structure refer to the ways of organizing students' interaction during the learning activity. Those key elements should be well organized in order to create effective group learning in cooperative process. In this case, the teacher plays important roles in designing learning activities which cover all of those elements of cooperative learning in the classroom.

e) Group Processing

There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the learner, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While assigning students to group, it can be

selected by teacher, randomly selected, or student-selected. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in processing etc. In order to be cooperative, group members must promote each other's learning and success 30 face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful and process as a group how effectively members are works together.

3) The Implementation of Cooperative Learning

The implementation of cooperative learning in the teaching and learning process of reading requires many preparations should be understood by the teacher and students as the main elements who involve directly in the classroom. Brown (2000:157) proposes seven rules in implementing a group technique in cooperative learning. They are introducing the technique, designing the use of small group for technique, modeling the technique giving clear and detail instructions, avoiding class into group, checking for explanation, and setting the task in action. These rules give clear description toward the things which must be organized before implementing a group technique. It is useful to create cooperative group in the teaching and learning process.

In addition, cooperative structure can enhance many familiar English learning activities which encourage all students to be more actively involved as well as improve their reading comprehension. There are some activities in cooperative learning that can be conducted in the classroom. Each of the activities explained as follows:

a) Pair Read

The purpose of this activity is to increase students' reading comprehension by using shared reading. Students are group in pairs then silently read a paragraph 31 or each section. After that, in pairs take turns describing the content to their partner. When each pair finishes they can discuss the entire passage. After that, teacher can asks question to each groups in the class.

b) Think-pair-share

This type of cooperative learning involves a three-steps-cooperative structure. During the first step individuals think silently about a question posed by the teacher. Then, individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.

c) Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

d) Round Table Brain Storming

In this activity, the class is divided into small group (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After "think time", members of the team share responses with one another round robin single. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

e) Group Discussion and Quizzes

The students work together to learn and are responsible for their teammates learning as well as their own. It is emphasizes having team goals and success dependent on the learning of all group members. The teacher begins by presenting the lesson to the students for one or two periods of instruction keeping the focus of the lesson directly linked to group assignments and individual quizzes.

Based on the explanation above, it can be concluded that, a teacher who uses cooperative learning has a number of responsibilities such as planning the lesson, activities, and evaluation, grouping students, arranging physical placements of students, monitoring group activities and helping when necessary. Besides, students also have responsibilities to get activity involved in the learning activities, give positive contributions to the success of their group, and help each other to reach the learning goals. However, the implementation of those activities is not always same in all learning process and it tends to be flexible. It means that the activities can be suited with certain material or purpose of learning.

2.2 Previous Study

Some researchers have conducted research that focuses on Teacher practice in a variety of teaching strategies, including:

First study by Nurkamto, z, Drajati, N. A, Ngadiso & Karlina,Y (2021). This study aims to investigate the importance of English reading skills in developing overall English literacy has made reading instruction one of the primary focuses in Indonesia's English teaching. Regardless of the high value of reading skills, the teaching of reading has not been successful in developing the reading comprehension ability of Indonesian students. This exploratory case study research examines teachers' beliefs and practices in teaching reading in Islamic secondary schools. It focuses mainly on how teachers view good reading instruction and the problems they encounter in teaching reading. Additionally, this paper explores how teachers implement reading instruction in their contexts. Data were obtained from 31 senior Islamic secondary school English teachers from six different provinces in Indonesia. Data collection methods comprised document analysis, participant classroom observation, personal in-depth interviews, written guided reflections, and focus group discussions. The data were analyzed using the constant comparative method. The research findings show that despite admitting the importance of teaching reading in schools, the English teachers of Islamic senior high schools found teaching reading challenging. The teachers identified several problems in reading instruction in their classrooms, such as lack of strategies to teach vocabulary, limited repertoire of strategies to teach reading, the use of teaching materials, and improving students' reading motivation and autonomy. As a result, they have not been able to implement classroom practices

that effectively develop students' reading comprehension. This issue calls for the innovation and development of teaching reading strategies to improve reading instruction quality in Islamic secondary schools in Indonesia.

The second study by Jorge Hugo Muñoz Marín (2009). This paper reports the findings of an exploratory study that aimed at identifying the assessment practices that English teachers have in the reading comprehension program at Universidad de Antioquia. Data collection included documentary analysis and interviews of 15 teachers and of the head of the program. Findings suggest diverse practices in assessing reading comprehension, the use of quantitative instruments to evaluate qualitatively, students' lack of familiarity with qualitative assessment practices, teachers' lack of familiarity with alternative assessment and teachers' concern for verification of achievement of learning objectives. Conclusions highlight the need to expand the teachers' assessment repertoire through in-service programs designed for the specificity of teaching reading comprehension skills.

The third study is by Carol Bertram (2006). The purpose of this study is to investigate the reading competence of teachers who are enrolled in a distance education programme in a South African university. Many South African teachers upgrade their teaching diplomas by enrolling for a part-time, distance degree at a university. However, many are not prepared for academic study and its focus on reading to learn. Many of them struggle to read to learn, which is ironic given the fact that distance learning has a strong focus on learning from texts. The study used the cloze procedure to measure reading competence. The study shows that more than a third of the teachers are reading an ordinary academic text at

frustration level, and that there is a strong correlation between reading competence and academic achievement on the course. The implications are that course writers need to support and scaffold students' learning so that they can access the original reading with understanding. It also means that although distance education is traditionally seen as a way of opening access to students, their weak reading competences are likely to militate against them achieving success.

What my research has in common with other studies is the use of teacher practice as research material. While the differences this research with the other research were some researchers focus on teachers ' Practices for bridging the gap Between L1 Lec, Teachers' Practices for assessing reading comprehension abilities and teachers' cognitions and Practices of collaborative EAP teaching, teachers' practices and perceptions, and students' learning motivation and needsand what strategies they employ through reading stages in EFL classrooms. In the research above, several researches used student high school as their research material and in this study the researcher only examined one teacher. Regarding, the researchers above still did not explore the practice of Efl teachers in teaching reading in their research. Therefore, this research would focus on what are the beliefs of EFL teachers in teaching reading in EFL classes.