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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is important for many people, especially for students. Students get many benefits from reading. Reading is not only a source of information and pleasure activity but also as a means of consolidating and extending one's knowledge of language. The reading is the interaction between the reader and the writer. The text provides information that the author wants the readers to understand in certain ways.

Nunan (2003, p.69), "Reading is a process of the readers to combine the information from the text in order to build a meaning. He also said that reading is not an easy skill to be mastered because it is an active process that requires great deal of practice and skill. The learners should be able to read the words and images and then they should gain meanings from them.

According to Hasibuan and Ansyari (2007, p.114) say that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something new to enhance their knowledge.

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Reading comprehension is the main purpose of the reading activity from someone. According to Westwood (2008, p.31), Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use their active thinking to filter, interpret, organize and reflect the information. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Dealing with the statements above, Klingner (2007, p.8) stated that

“Reading comprehension is a multi component, 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)”.

It means that the primary activity of reading is to comprehend what the text is about. To comprehend the text the readers have to use their previous knowledge and strategy when they are reading a text and try to understand the meaning or information of the text. . Regarding with the Idham, Syahputra (2014, p.96) states:

“Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that evolved for other

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purposes (listening or oral comprehension to a new form of input text”.

It means reading comprehension is one component in the four of language skills that should be mastered by the readers especially students as an application skill that involves other purposes (listening and speaking). Smith and Robinson in Sri Suharti (2011, p.93) argue that “Comprehension means understanding”. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reading should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

In short conclusion, the researcher concludes that when readers read, they will make a connection between their background knowledge and the new information from the text. In this case, there is interaction between readers and text that they read. When the readers are reading, they make a prediction and conclude the information that comes from the text. Before they conclude the information that comes from the text, they filter the information against from their background knowledge and try to make a sense or understand about text.

The component of reading comprehension:

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a. Purpose of Reading Comprehension

Reading is an activity with a purpose that requires comprehension. The purpose of the reading is not only when the reader comprehends the text but also when the reader knows strategy or technique that is suitable for comprehending the text. In relation to the statement above, Kalayo & Fauzan, (2007, p.114) state that “the purpose for reading also determines the appropriate approach to reading comprehension”. A person may read in order to gain information or improve knowledge or critique writing styles of the writer. In daily life, a person may also read for entertainments or enjoyment. Commonly, the purposes of reading are classified as follows: getting information of the text, getting specific information from the text, and reading for pleasure. The purpose for reading is to guide the reader’s in selecting the texts, so that the reader will find the meaning of the text.

Regarding with the statements above, Grebe and Stoller, (2002) mentioned that there are seven purposes of reading:

- a. Reading to skim quickly
- b. Reading to learn from text
- c. Reading to integrate information
- d. Reading to write (or search for information needed for writing)
- e. Reading to critique texts

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- f. Reading for general comprehension
- g. Reading to search for simple information

b. Teaching Reading Comprehension

In teaching learning process, teaching reading is very important. The important point in comprehending text is related to the goal. It means that teaching reading needs skill not only for the students but also for the teacher. If the teacher can teach the students well, the students will get better understanding. It is why teaching reading is a crucial thing to be applied not only in elementary school but also in junior and senior high school.

Harmer, (1998, p.68) Stated that, “reading is useful for other purpose too: any exposure in English (provide students understand it more or less) is a good thing for language students.” Therefore, the teachers have an important role in teaching and learning process. In addition, teacher is also required to provide an understanding of the material that will be taught to the students especially in reading.

According to Andreson and Kathy (2003), there are three types of comprehension processes taught:

- a. Literal comprehension is defined to take the details of the text and recognizing the author’s purpose. Here, Students must have a clear understanding of the material, as presented by the author.

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- b. Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts.
- c. A step beyond inferential comprehension is meta cognition. Meta cognition involves thinking about one's own thinking or controlling one's learning and processes will help the students to eliminate road blocks that interrupt comprehension and to refreshing on what they have learned and what they want to learn next.

c. Types of Reading**1. Oral**

For beginning and intermediate levels, teacher should have reason to ask the students to read orally. For this level, oral reading is an evaluation to check on bottom-up processing skill for the students, to check their pronunciation, and to add some extra students participation if the teacher wants to highlight a certain short segment of a reading passage.

For advance levels, oral reading can be gained usually only to add some extra students participation if the teacher want to highlight a certain short segment of a reading passage.

2. Silent

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Silent reading is divided into two categorized, that is intensive and extensive reading:

a. Intensive

Intensive reading is the activity focusing on the linguistic or semantic details of a passage and students' attention to grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implications, and rhetorical relationship.

b. Extensive

Extensive reading is a process to carry out the achievement of a general understanding of a text. In extensive reading, sometimes involves skimming and scanning as strategies for gaining the general sense of a text.

2. The Nature of Narrative Text

a. The Definition of Narrative Text

According to Siahaan and Kisno (2008, p.73), Narrative can be defined as a story that is written to entertain people and to tell a story or various experience in different ways. It means that narrative is an interesting story to entertain the audience with a set various character, event, and something that can be learned from the story. In addition, Cohan Steven (2001, p.73) stated that a narrative recounts a story, a series of events in a temporal sequence. In other words, narrative is a

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text which communicates the readers or listener about a sequence of events of a story.

Moreover, Hazel (2012, p.7) gave explanation about narrative text:

1. Narrative is needed to develop our comprehension and expression which it always changes over time.
2. The time in narrative is subjective and elastic, not objective.
3. Narrative construction has two crucial functional elements: those are event selection and even sequencing.
4. Narrative represented of reality from a particular perspective.
5. Narrative implicates the efficient organization, encoding of memory and planning problem-solving ability.

In addition, Andreson and Kathy (2003, p.18) described genres of narrative text, such as imaginary, factual, or combination of both. They may include fairy stories, mysteries, science, romance, horror stories, adventure stories, fables, myths, legends, historical narrative, ballades, slice of life, and personal experience. Besides, National Strategies (2012, p.1) noted that narrative text has some characteristics that can make these kinds of the text easy to be recognized and to be known. Those are:

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- a. Narrative usually was completed by using images or interactive elements.
- b. Narrative is written by the first or the third person.
- c. Narrative is written by chronological order.
- d. The characters in the narrative are often stereotypical and contrasting.
- e. Each genre of narrative has its own typical characters, setting, and events.
- f. The most common generic structures of narrative are opening, complication, and resolution.

From the explanation above, it can be concluded that narrative is a text that has purpose to entertain the readers. A narrative text consists of a number of character, events, and time sequence which it has several genres and characteristics. Furthermore, it uses a past tense as a tense.

b. The Purpose of Narrative Text

There are some purposes of narrative text. According to Aderson and Kathy (2003, p.1), the purpose of narrative text is “to present a view of the world that entertains or informs the reader or listener. In other book, Adreson and Kathy (2003, p.25) stated that “narrative text can also make the audience think about the issues, teach them a lesson or excite their emotion. It means that the reader can get the feeling of some issues and get the pleasure from the story.

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c. The Grammatical of Narrative Text

Narrative text usually includes the following grammatical features. According to Mark and Andreson (2003, p.43), the grammatical features of narrative text with the example, they are:

1. Noun that identifies the specific characters and place in the story (e.g. farmer, hunter, village, man, goose, egg).
2. Adjective that provides accurate descriptions of the characters and settings (e.g. poor farmer, old man, long gray bears, expensive thing, ordinary egg, golden egg lazy, arrogant, greedy farmer).
3. Verb that shows the actions in the story (e.g. lost, prayed, passed, too pity, gave, help, found, forgotten, late, to late).
4. Times words that connect events, telling when they occurred (e.g. long time ago, one day, few days later, thereafter).

d. Schematic Structure of Narrative Text

According to Mark and Kathy (2003, p.12), an effective narrative text has several significant characteristics, which may use as standard guide. In a traditional narrative the focus on a series of actions:

1. Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. It can also be called as introductory part of a story.

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Thus, the reader can figure out what will happen next and who are involved in it.

2. Complication

This is the part of the story where the narrator tells about something that will begin chain of events. These events will affect one or more of the characters. The complication is the trigger. From this part the story begins. This is the part where the characters totally play their role.

3. Sequence of events

This is where the narrative tells how the characters react to the complication. It includes their feeling and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narration the complication in sorted out or the problem is solved tor's point of view.

4. Resolution

This is the part that can be found in the end of the story. In this part of the narrative where the complication is sorted out or the problem is solved.

5. coda

In some narrative texts, some narrator includes the part which is called by 'coda' if there is a moral or message to be learned from the story. That is only the optional part of story.

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3. The Nature of Collaborative Strategic Reading (CSR)

a. Definition of Collaborative Strategic Reading (CSR)

Collaborative Strategic Reading (CSR) is one type of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klinger and Vaughn. According to Klinger and Sharon Vaughn (1998, p.32), "Collaborative Strategic Reading (CSR) is an excellent technique for teaching students' reading comprehension and building vocabulary and also working together cooperatively. It means that CSR is a technique that can improve students' reading comprehension, increase their vocabulary, and also enhance cooperative skills during reading activity.

Bremer (2002, p.1) stated that Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: Modified reciprocal teaching and cooperative learning. In this statement, reciprocal teaching means teacher and students are working together in predicting, clarifying, questioning, summarizing, and the reading materials. It means that Collaborative Strategic Reading (CSR) was designed as an activity through some strategies by working together.

Collaborative Strategic Reading (CSR) is a set of comprehension strategies designed to improve students' reading

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comprehension which the students learn about reading text by using several strategies (preview, clink and clunk, get the gist, and wrap up through small group discussion.

b. Purpose of Collaborative Strategic Reading (CSR)

There are some purposes of Collaborative Strategic Reading (CSR). According to Abidin (2001, p.62), The goal of CSR is to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. It means that Collaborative Strategic Reading (CSR) is designed to help students to be successful and to maximize students' contribution in improving reading comprehension. In addition, the aim of CSR is to enhance reading comprehension skill for students with learning abilities and students at risk for reading difficulties. It is in line with the statement from Klingner (2004, p.292) who said that "Collaborative Strategic Reading (CSR) was designed to facilities reading comprehension for students with reading learning and behavior problems, included in general education classroom. It means that CSR was designed to help the students that have difficulties in reading comprehension.

Furthermore, M. J. Z. Abidin (2001, p.62) describes the benefit of Collaborative Strategic Reading (CSR) as follows:

1. Promoting students' and academic achievement
2. Increasing students' retention

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3. Enhancing students' satisfaction with their learning experience
4. Helping students develop skills in oral communication
5. Developing students' social skills
6. Promoting students' self-esteem
7. Helping to promote positive race relation

In sum up, the objective of Collaborative Strategic Reading (CSR) is to facilitate the students in improving their reading comprehension by working together in groups and to better understand the material in their reading tasks.

c. Procedure of Collaborative Strategic Reading (CSR)

According to Christine (2002, p.2), Collaborative Strategic Reading (CSR) can be implemented in two phases: (a) teaching the strategies, and (2) cooperative learning group activity or students pairing. The Procedures of Collaborative Strategic Reading (CSR) are as follows:

Phase 1. Teaching the Strategies

In this phase, students are taught four strategies: preview, click and clunk, get the gist, and wrap up. Klinger and Vaugh (1998, p.2-3) describe the four strategies as follows:

1. Preview

The preview strategy is the first strategy to be done in the CSR which students preview the entire passage before they

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read each section and make prediction what the passage might be about.

2. Clink and Clunk

Clink and Clunk strategies to be done during each section of the passage. Here, students monitor comprehension by identifying clunks, or find out the difficult word and concepts in the passage, and using fix-up strategies when the text does not make sense.

3. Get the Gist

This strategy is practiced during reading also which the students restate the most important idea in a paragraph or section.

4. Wrap up

Wrap-up strategy has done after reading which students summarize what they have learnt from the text and generate questions to check the understanding of the whole passage. In this activity, the students can generate “five W’s and one H” (who, what, when, where, what, and how) questions about the crucial information in the text to help them check their reading comprehension.

Phase 2. Cooperative Learning Group Roles

In cooperative groups, each student must have a key role and responsibility for their group success. They also need a preparation in

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order to work productively and effectively. Moreover, according to Klinger and Vaughn (1998, p.73) during Collaborative Strategic Reading (CSR) process, students are divided into small group that consist of 4-6 students each group, and perform a different role. In this technique, the role is an important aspect of Collaborative Strategic Reading (CSR) because cooperative learning seems to work best when all group members have been assigned in a meaningful task. Thus, students are assigned role in Collaborative Strategic Reading (CSR) lessons that they must fulfill together.

According to Klinger and Vaughn (1998, p.73-74), Possible role includes:

- a. Leader: Tells the group what to read next and what strategy to use next.
- b. Clunk Expert: Uses clunk card to remind the group of the steps to follow when trying to figure out the meaning of their clunk.
- c. Gist Expert: Guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details.
- d. Announcer: Calls on group members to read a passage or share an idea.
- e. Encourager: Gives feedback and encourages all group members to participate and assist one another.

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f. Timekeeper: Sets the time for each portion of CSR

Based on the discussion above, it can be concluded that Collaborative Strategic Reading (CSR) is a technique that is designed to help students to have better comprehension of a text and to extent students' vocabulary knowledge. There are four strategies: preview, clink and clunk, get the gist, and wrap up which these strategies to facilitate the students to gain better comprehension of the text that they have read through working together in small group. Here, all students are actively involved, and everyone has opportunity to contribute as group members to understand the text through CSR. Meanwhile the role of the teacher as the facilitator in CSR activity is connecting each group, clarifying the clunks, and providing assistance during learning activity.

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d. Teaching Reading Using Collaborative Strategic Reading (CSR)

There are some steps in teaching reading by using CSR, but before involving students in Collaborative Strategic Reading (CSR), the teacher introduces the procedure of Collaborative Strategic Reading (CSR) which the students get. Then, the teacher explains to the students that Collaborative Strategic Reading (CSR) would be helpful to improve their reading comprehension on narrative text. Furthermore, the teacher explains the basic rules in applying CSR in reading narrative text. The following steps in teaching reading narrative text by using Collaborative Strategic Reading (CSR) are:

1. The students are divided into small group which group consists of four or five members. After all students get a group, they have to choose the role as a leader, a clunk expert, a gist expert, an announcer, and a timekeeper.
2. The teacher gives an instruction to practice reading activity using Collaborative Strategic Reading (CSR) including preview, clink and clunk, get the gist, and wrap up.
3. The teacher controls all groups when the students work and help if they found the problem.
4. The students show up and retell the text in front of the class and other students give their argument.
5. The teacher discusses the day's passage, review clunks, answer question, or share some review ideas after students

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have developed proficiency applying the strategies through teacher facilitated-activities.

6. The teacher makes an evaluating to the students, like the students should answer the question based on the texts that have been provided by the teacher, it can help the teacher to know students' achievement in reading comprehension of narrative text by using Collaborative Strategic Reading (CSR) technique.

B. The Relevant Research

Relevant research requires some previous researches by other researchers in which they are relevant to our research. As stated by Syafi'i (2013, p.103) that relevant research is required to observe some previous researches conducted by other researches in which they are relevant to the research you are conducting. The following relevant researches to this research project are:

The first, a research was conducted by Anteng Ria A (2007), entitled "The Teaching of Reading Comprehension by Using a Small Group Discussion at the First Year Students of SMP 1 Wanadadi in the Academic Year of 2006/2007". She found there was a significant difference between the control group and the experimental group when the study was conducted. In addition, the data showed that the means of students' proficiency in reading comprehension of the experimental group in the post test was 7.70 and the mean of the students' proficiency of the

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control group in the post test was 6.10. By having strategy in experimental class, the situation in the classroom was very enjoyable, the students freely communicated with each other and they were more enthusiastic when they were joining this class. The writer had observed that the comprehension scores of experimental class students were higher than those of the students taught using the traditional strategy. It can be concluded that there was a significant effect of using small group discussion.

The second, a research was conducted by Mirawan Saputra (2011), entitled, “The implementation of Collaborative Strategic Reading (CSR) technique in increasing students’ reading comprehension achievement at the first grade of SMA 1 Tulung Bawang Tengah”. In this study, the research applied on group pretest and posttest design. After being taught through CSR technique, the research drew a major conclusion that there was a significant increase of students’ reading comprehension achievement. The T-test result showed that the students’ mean score of posttest in experimental class was higher than pretest. Thus, the research can conclude that CSR is appropriate and effective to be used in increasing students’ reading comprehension achievement in all level; education.

Futhermore, the researcher also conducted a quasi experimental research entitled “The Effect of Using Collaborative Strategic Reading (CSR) strategy on the students’ Reading Comprehension of narrative text on the Second year Students’ at MTS PP. AL-Muhajirin Sukamulya Bangkinang Seberang”. This research aimed at finding out whether there

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is a significant effect to using Collaborative Strategic Reading (CSR) strategy on students' reading comprehension of narrative text.

C. Operational Concept

Operational concept is a concept used as a guidance to avoid misunderstanding. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. Collaborative Strategic Reading (CSR) is an independent variable(X) and reading comprehension is a dependent variable(Y).

The procedures of Collaborative Strategic Reading (variable X) are seen as follow:

1. The students are divided into small group which group consist of four or five members. After all students get a group, they have to choose the role as a leader, a clunk expert, a gist expert, an announcer, and timekeeper.
2. The teacher gives an instruction to practice reading activity using Collaborative Strategic Reading (CSR) including preview, clink and clunk, get the gist, and wrap up.
3. The teacher controls all group when the students work and help if they found the problem.
4. The students show up and retell the text in front of the class and other students give their argument.
5. The teacher discusses the day's passage, review clunks, answer question, or share some review ideas after students have developed

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proficiency applying the strategies through teacher facilitated-activities.

6. The teacher makes an evaluating to the students, like the students should answer the question based on the text that have provided by the teacher, it can help the teacher to know students' achievement in reading comprehension on narrative text by using Collaborative Strategic Reading (CSR) technique.

The indicators of reading comprehension Narrative text (Variable Y) are seen as follows:

1. The students' ability to identify the topic of narrative text.
2. The students' ability to identify the information of narrative text.
3. The students' ability to identify the generic structure of narrative text.
4. The students' ability to identify reference and make inference of narrative text.
5. The students' ability to identify the language features of narrative text.

D. The Assumption and Hypothesis**1. The Assumption**

In this research, the researcher assumes that students' reading comprehension will be better by using Collaborative Strategic Reading (CSR) Strategy in teaching reading narrative text.

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2. The Hypothesis

H_a : There is a significant difference between using and without using Collaborative Strategic Reading (CSR) strategy on students' reading comprehension of narrative text at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

H_0 : There is no significant difference between using and without using Collaborative Strategic Reading (CSR) strategy on students' reading comprehension of narrative text at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

H_a : There is a significant effect between using and without using Collaborative Strategic Reading (CSR) strategy on students' reading comprehension of narrative text at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.

H_0 : There is no significant effect between using and without using Collaborative Strategic Reading (CSR) strategy on students' reading comprehension of narrative text at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang.