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CHAPTER II

REVIEW OF RELATED LITERTURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the English skills that is important to be taught to the students. Reading is very important, and it is one of the four language skills that should be mastered by students for all level. Reading is not only tool for learning but also for sharing experience and ideas to others. Basically reading process has purpose for the readers, not only reading the words, sentences, paragraphs and text but also comprehending the information of the reading.

Hadi (2014:25) stated that reading process deals with print. Supported by Fiprinita (2013:1), reading is one of the subjects to get knowledge about everything readers need from written form.

Reading is not only process in which the reader reads the words, sentences, or the text but also by reading the readers want to get something from reading material. According Hasibuan (2007:114), reading is an interactive process that goes on between the reader and text resulting comprehension.

Duffy (2009:5) said reading is important. When we use reading to achieve an important goal to them, to achieve a purpose of theirs, or to answer questions they want to answer. In short, they are motivated to read when reading empowers or enriches them.

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Reading activates the background knowledge. Birch (2002:3) said that knowledge is organized into memory structures like images, networks, schemas, and frames. In addition, according to Fiprinita (2013:4), the purpose of the reading is to connect the ideas on the page to what you already know. Readers can understand easily if they have background knowledge in what they are reading for.

In other words, reading is a way or a receptive skill that requires students to get information from text in which students should have background experience with the purpose in which the readers get comprehending easily.

According to Patel (2008:113), reading is most useful and important skill for people. This skill is important rather than speaking and writing. So, reading is the basic skill that someone has to master if he/she wants to master others skill. By reading, someone can convey the information in the text orally and written. This is the highest level in the process of reading. At this stage, the learners are able to comprehend the significance of word, a phrase, or a sentence in the overall context in the discards.

According to Patel and Preven (2008:117), there are four types of reading, they are:

- a. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text

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reading or passage reading. In this reading the learner read the text to get knowledge.

b. Extensive reading

Material for extensive reading will be selected at a lower level or difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made as the basis for oral reports, to the rest of the class, or full class discussion. The attention of the reader is directed toward the extraction of information from the text.

c. Aloud reading

Teacher must know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

d. Silent reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

In conclusion, reading is the most useful and basic skill and the most important skill that should be mastered if someone want to master other skills. In other words, Reading skill supports other skills such as speaking and writing skills. The more easily someone

comprehends through reading, the faster and much information they will get through oral or written form.

Klingner (2007:08) said 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 intext, understanding of text types).

According to Snow (2002:11) reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Snow mentioned that comprehension entails three elements, they are:

a. The reader who is doing the comprehending

To comprehend a reader must have a wide range of capacities and abilities. These includes cognitive capacities (e.g. attention, memory, critical analytic ability, etc), and motivation (a purpose for reading, self efficacy as a reader, etc), and various types of knowledge (vocabulary, domain and topic knowledge of specific comprehension strategies, etc).

b. The text that is to be comprehend

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from



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text meaning from text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader is engaged.

c. The activity in which comprehension is a part

Activity refers to this demension of reading. A reading activity involves one or more purposes, some operations to process, some operations to process the text at hand, and the consequences of the performing the activity.

Based on the definition above, reading comprehension has complex process with many interactions between the author and the readers because the author delivers his/her ideas to the reader through the text, and then the readers can improve their understanding through reading.

2. Microskills and Macroskills for Reading

According to Brown (2003:187), the micro and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

a. Microskills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short- term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpet word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g tense, agreement), patterns, rules, and elliptical forms.

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- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative function of written texts, according to form and purpose.
- 3) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings.
- 5) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 6) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from contexts, and activating for the interpretation of texts.

3. The assessment of Reading

According to Brown there are some types to assess reading (Brown, 2003:190) such as:

a. Reading Aloud

The test-taker sees separate letters, words, and/or short sentences and reads them in the presence of an administrator.

b. Multiple-Choice

Multiple choice questions consist of a stem (question or statement) with several answer choices (distractors). ." For example:

What causes night and day?

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- a) The earth spins on its axis.
- b) The earth moves around the sun.
- c) Clouds block out the sun's light.
- d) The earth moves into and out of the sun's shadow.
- e) The sun goes around the earth.

The "wanted" is answer "A." The other answer options are called "distractors."

c. Matching Tasks

The test-taker's task is simply to respond correctly, which makes matching an appropriate format.

d. Editing Tasks

The TOEFL and many other tasks employ this technique with the argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages.

e. Picture-Cued Tasks

Pictures and photographs may be equally well utilized for examining ability at the selective level. Several types of picture-cued methods are commonly used.

- a) Test-takers read a sentence or passage and choose one of the four pictures that are being described.
- b) Test-takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram.

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f. **Impromptu Reading Plus Comprehension Questions**

Every proficiency test uses the format, and one would rarely consider assessing reading without some components of the assessment involving impromptu reading and responding to the questions. It means teacher give student a test without help them answer the questions. In order to test students' proficiency, usually teacher give them reading comprehension passage and a set of questions from the TOEFL.

g. **Short-Answer Tasks**

A popular alternative to multiple-choice questions following reading passages is the age old short-answer format. A reading passage is presented, and the test taker reads questions that must be answered in a sentence or two.

h. **Scanning**

Scanning is a strategy used by all readers to find the relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text and requiring rapid identification of relevant bits of information.

i. **Skimming Tasks**

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction used to give a reader sense of a topic and a purpose of a text, the organization of



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the text, the perspective or point of view the writer, its ease or difficulty, and its usefulness to the reader

Usually the model of question can be itemized as follows:

- a) What is the main idea of the text?
- b) What is the author's purpose in writing the text?
- c) What do you think you will learn from the text?

4. The Teaching of Reading Comprehension

Teaching reading comprehension, teach the students how to comprehend the text and it is not easy job, especially for reading the second language. The goal of reading is to comprehend the meaning. Comprehension depends on the ability of the individual. But there are many students who are still not able to comprehend the text. Therefore, the students need a teacher to help them in understanding the text.

Duke & Pearson, as cited on McIntyre (2011:116), stated teachers must provide explanations, modeling, guided practice, and application of any new skill or strategy and teach students to use these comprehension strategies flexibly and in combination with one another. There are some principles for teaching comprehension that the teacher should consider. They are:

- a. The Teacher begins comprehension instruction in the earliest grades, even before children have moved into conventional reading.

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- b. The Teacher considers the reader, the activity, and the text when planning instruction.
- c. The Teacher teaches Comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.
- d. The Teacher helps learners understand when and why particular comprehension strategies are useful.
- e. The Teacher uses a range of text genres.
- f. The Teacher uses good books in which kids are interested.
- g. The Teacher conducts deep conversation about the meanings of texts.
- h. Whenever possible, the Teacher employs paired or group learning.
- i. The Teacher plans for plenty of practice opportunities, especially in authentic contexts with real texts.
- j. The Teacher gives lots of feedback.
- k. The Teacher designs instruction that provides just enough scaffolding for students to be able to participate in tasks that are currently beyond their reach; that is, teaching within their ZPD.

Teacher has to know the principles above especially for English reading teacher. Those principle will help the students in learning and they will easy in comprehend the text.

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5. Narrative Text

Narrative text is a text type we use when we want to entertain. Its purpose is either to entertain the reader. According to M. Syafi'I (2013:47), "Narrative is story telling whether tells a true story or fiction. A narrative text gives an account of one or more experience. It tells story to make a point or explain an idea or event". It means that narrative text provides an esthetic literary experience to the reader.

According to Doddy (2009:40), the generic structures of narrative text are:

1. Orientation : containing plot and characters.
2. Evaluation : evaluating the plight of the story.
3. Complication : crisis of the story.
4. Resolution : the crisis is resolved, for better or for worse

The language features of the narrative text are:

- a. Specific participants: often individual, participant with the defined identities. Major participants are human or sometimes animals with human characteristic.
- b. Past tense form: because describing things that happened in the past.
- c. Words giving details of people, animals, places, things, and actions such as adjectives and adverbs.
- d. Connectors of time such as last week, then, etc.



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In conclusion, narrative text is story telling about event that has some components such as purpose, events, language features, and generic structure. Narrative text can be true story or fiction that can be increasing reader's experience and knowledge.

6. The Concept of One Stays the Rest Stray

One Stays the Rest Stray technique is a technique of cooperative learning model that involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored. This technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop and collect ideas, discuss, and figure out a text by building teamwork (Jacob 2006 as cited in Darma, (2014:2).

According to Surjosuseno (2011:128), There are various popular techniques of collaborative teaching such as Jigsaw, Summer, Round-table, Round Robin, Write-Pair-Share, Think-Pair-Share, Folded Value Lines, Talking Chip, Inside Outside Circle and Student Team Learning techniques, technique of questionings, one stays two stray and the most innovative one is "one stays the rest stray" techniques.

One Stays Two Stray or sometimes called Two Stay Two Stray (TSTS) or One Stays Three Stray (OSTS) is one of the cooperative learning instructional strategies or structures proposed by Kagan. One Stays Two Stray is a learning strategy that gives a chance for a group

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to share the result and information to other groups. This is done by visiting each other group and share information. This strategy is the main concern the researcher will discuss in this study. (Dimyati, *The implementation of 'Kagan Structure: One Stays Two Stray' in Managing Class-Discussion in Speaking Class of Grade VII of Junior High School*, 2011:03)

The similarities between one stays two stray and the most innovative one is “one stays the rest stray” techniques are giving the members of the team an opportunity to find out what other groups have done. Besides, only one of the members remains staying in their base group and hold up his/her sign, both techniques kept the name of each group in collaborative skills.

The differences between the two techniques are: In “one stays two stray”, which was proposed by Jacobs (1996) as cited on Surjosuseno (2011), they stated that in “one stays two stray” the group only consists of three, six or nine students and there are three, six or nine paragraphs in one passage. On the contrary in “one stays the rest stray”, the members are not limited such as in “one stays two stray”. The members of the group can be the same as the amount of the paragraphs in a text.

In conclusion, there is no problem if one group or class has many students when using one stays rest stray technique.

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According to Darma (2014:3), Some previous studies on the use of OSRS technique had been conducted. A study of the use of OSRS technique in reading skill for college students was conducted by Surjosuseno (2011) who used in experimental method. She revealed that students' reading achievement increased after implementing OSRS technique in instructional process. The OSRS technique helped students work on task, speak, orally, recall previous knowledge, summarize the passage, and comprehend the text well happily.

There was also study which was related to the use of OSRS, namely One Stays Three Stray (OSTS). This study was conducted by August, Ngadiso, & Asib (2012) in order to see the use of OSTs technique in teaching reading towards students' self actualization in learning by using an experimental method. The findings showed that the use of OSTs was significantly effective in teaching reading to students who have high self actualization. OSTs is part of OSRS in which the number of strayers consists of three students.

The teacher in this research (using "one stays the rest stray") is only functioning as a facilitator and as a motivator. As a facilitator, the teacher should facilitate students to read various types of texts such as hands out, journals, compulsory and suggested books before the class. As a motivator the teacher might motivate students by giving attention when studying, giving relevant material, supporting them to study hard checking the students' work before they submit to the teacher or

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present it in front of the class, building students' confidence to reach the highest marks, and giving reward.

There are some steps of One Stays rest Stray in teaching reading :

1. Explain the purpose of the division into groups to the students.
2. Give the triggering questions
3. Discuss the content of the reading passage briefly (through question answer)
4. Explain the key vocabulary in the passage
5. Ask students of each group to discuss their tasks. Each group discuss different paragraphs.
6. Walk in each group and help them in case they find difficulties (as a facilitator)
7. Ask each group to discuss different paragraphs
8. Ask one of the members to stay in their group while the rests stray to other groups to ask the information about other paragraphs.
9. Ask students to return to their base group or to their previous group, after they get the information from other groups about the content of other paragraphs.
10. Asks students to discuss the results of their strayers to other groups and to wrap up the content of the passage.
11. Listens to the report of each group about the content of the passage.

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12. Give some assessments (could be to summarize, dramatize the passage or do similar comprehension questions) to all the groups, then ask students who knew the answers to share them with the other members of the group.
13. Reviews on the material by giving summary of the lesson and ask the difficult words through questions and answers.
14. Ask each student to find a text of the same genre and create various questions for the text given. Then, he/she present in a class or submit to the teacher.

7. The Relevant Research

According to Syafi'i (M. Syafi'i, et al, 2007:102) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. The researcher has to analyze the point that was focused on, informs the design, finding and draws conclusion from the previous research.

a. A research by Tjahjaning Tingastuti Surjosuseno

In her research entitled “*The Effects of “One Stays The Rest Stray” and “Lockstep” Techniques on the Enhancement of Students’ Reading Achievements*” (Surjosuseno, 2011) The participants of this research were the third semester students of English Department in Widya Mandala Catholic University Surabaya. In the research study, the researcher used 92 students of

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the third semester students to see whether the instrument was good or not and to see whether the students of the two classes (experiment and control classes) statistically had more or less the same competence. The data showed that the mean of the experimental group was 22,93 and the mean of the control group was 19,67. It means that this technique was effective.

b. A research by Dyana Wijayanti

In 2014, she conducted a research entitled “*ONE STAYS – THE REST STRAY: Bukankah Membaca Buku Kalkulus Seharusnya Tidak Serumit Seperti Mengisi Teka-teki Silang?*”. She found that one stays – the rest stray technique had various advantages for students. This strategy was forcing students to read a book, work in teams to set goals in reading the book. It can be concluded that reading calculus books was as easy as reading other books. Although in fact the books that have complex notation are often difficult for students. With this strategy the students were able to think before reading, while reading, and after reading to become effective readers and be able to communicate mathematically.

c. A Research by Maharani Tanjung

The title of her research is “*The Effect of TSTS (Two Stay Two Stray) Technique to the Students’ Reading Ability at the Tenth Grade in Smk Negeri 1 Kediri (2015)*”. She found that the obtained

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t-test was 6,474, whereas t-table was 1,697 at the degree of significance 5%. The t-score was higher than t-table (6,474>1,697). It means that there was significant so the Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. Based on the t-test result which obtain that TSTS (Two Stay Two Stray) technique has significant effect to the students' reading ability for the tenth grade students of SMK Negeri 1 Kediri in academic year 2014/2015

The researchers above were about the use of One Stays the Rest Stray Technique (OSTRS) and Two Stay Two Stray Technique (TSTS). The first and second researchers used OSTRS in reading achievement and mathematic. Then the last researcher used TSTS in Students' Reading Ability. Both of the researchers found that OSTRS and TSTS techniques were effective for the students. In this research, the researcher uses OSTRS in teaching reading.

8. The Operational Concept

Operational concept is the concept used to avoid misunderstanding and misinterpreting in scientific study. Syafi'i (2014:103) says "operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper". There are two variables used in this research, they are variable X that refers to One Stays the Rest Stray Technique and variable Y that refers to reading comprehension.



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- a. According to Surjosuseno (2011:133) the Procedures of Using One Stays the Rest Stray Technique
 - 1) The teacher explains the purpose of the division into groups to the students.
 - 2) The teacher gives the triggering questions.
 - 3) Teacher and students discuss the content of the reading passage briefly (through question answer).
 - 4) The teacher explains the key vocabulary in the passage.
 - 5) The teacher asks students of each group to discuss their tasks. Each group discusses different paragraphs.
 - 6) The teacher walks in each group and help them in case they find difficulties (as a facilitator).
 - 7) The teacher asks each group to discuss different paragraphs.
 - 8) The teacher asks one of the members to stay in his/her group while the rests stray to other groups to ask the information about other paragraphs.
 - 9) The teacher asks students to return to their base group or to their previous group, after they get the information from other groups about the content of other paragraphs.
 - 10) The teacher asks students to discuss the results of their strayers to other groups and to wrap up the content of the passage.
 - 11) The teacher listens to the report of each group about the content of the passage.

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12) The teacher gives some assessments (could be to summarize, dramatize the passage or do similar comprehension questions) to all the groups. The teacher asks students who knew the answers to share them with the other members of the group.

13) The teacher reviews on the material by giving summary of the lesson and asks the difficult words through questions and answers.

14) The teacher asks each student to find a text of the same genre and create various questions for the text given. Then, he/she present in a class or submit to the teacher.

b. The indicators of reading comprehension

1. Students are able to identify the main idea of the text
2. Students are able to identify information of the text
3. Students are able to identify the generic structure of the text
4. Students are able to identify reference of the text
5. Students are able to make inference from the text

B. Assumption and Hypothesis

1. Assumption

According to Surjosuseno (2011:128), One Stays the Rest Stray techniques is the most innovative one of One Stays Two Stray or sometimes called Two Stay Two Stray (TSTS) or One Stays Three Stray (OSTS). One Stays the Rest Stray is one of the cooperative learning instructional strategies or structures proposed by Kagan. One Stays Two Stray is a learning strategy that gives a

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chance for a group to share the result and information to other groups.

Therefore, the researcher assumes that One Stays the Rest Stray Technique can improve students' reading comprehension in Narrative text. Students are able to comprehend the Narrative text better than before, especially for the eleventh grade of State Senior High School 1 XIII Koto Kampar in Kampar Regency.

2. Hypothesis

Syafi'i states that hypothesis is a temporary answer to the problems proposed in research project (M Syafi'i, 2007:125). The hypothesis of the study can be formulated as follows:

a. Ho : There is no significant difference on students' reading comprehension scores taught by using One Stays the Rest Stray technique and taught without using One Stays the Rest Stray technique at State Senior High School 1 XIII Koto Kampar of Kampar Regency.

Ha : There is significant difference on students' reading comprehension scores taught by using One Stays the Rest Stray technique and taught without using One Stays the Rest Stray technique at State Senior High School 1 XIII Koto Kampar of Kampar Regency.

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b. **Ha** : There is significant effect of using One Stays the Rest Stray technique on students' reading comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency.

Ho : There is no significant effect of using One Stays the Rest Stray technique on students' reading comprehension at State Senior High School 1 XIII Koto Kampar of Kampar Regency.