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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Reading Comprehension

a. The Concept of Reading Comprehension

Reading is very important activity in human life. This is due to the fact that most people mostly get information through reading. In this modern era, every aspect of human life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media.

Up to now, many definitions of reading have been proposed by hundreds of linguists and scientists. The following are the definitions of reading proposed by some experts.

According to Nunan (2005, p.69), reading is a set of skill that involves making sense and deriving meaning from the printed word. Furthermore, Fiprinita (2013, p.1-2), said that reading is one of the subjects to get information and knowledge about everything readers need from written form. It can be concluded that reading is not only reading the text but also analyzing the sentence by sentence in the text so it gives the readers information to understand. While comprehension is the identification of the intended meaning of written or spoken communication (Richard and Schmitd, 2010, p.108). It means reading comprehension will help the readers find new information which can be useful in their daily life.

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According to McNamara (2007, p.111), reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading. It means that the readers use their knowledge to get to know the point about the text they read. Snow (2002, p.11) also defines that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or the purpose of reading. It means that the reader brings his cognitive capabilities, motivation, knowledge, and experience toward reading.

Reading with comprehension means understanding for and with what has been read. Comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating (Kustaryo, 1998, p.12).

Comprehension is an important part of reading. Students can not understand the text that they read without comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning.

Catherine said that reading comprehension is the process of simultaneously extracting and constructing meaning through

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interaction and involvement with written language (Catherine, 2002, p.11). It means that comprehension is essential and comprehension is a process to construct the meaning from what the reader said. It consists of three elements: the reader, the text, and the activity or purpose for reading.” These mean that the reader brings his cognitive capabilities, motivation, knowledge, an experience toward reading. Text is a resource to get information. Meanwhile the activity is the outcome from reading.

In conclusion, reading comprehension is an activity of getting meaning from the text that we have read. It is not only about the ability to read the text, but how to use knowledge that can build the comprehension.

b. Teaching Reading Comprehension

In teaching reading, there are several principles that must be considered by the teacher. This principles may guide the teacher in the process of teaching reading. There are six principles of teaching reading (Harmer, 2001, p.70), they are:

- a) Reading is not a passive skill: reading is an incredibly occupation.
The teacher should have the knowledge about the words, pictures and arguments.
- b) Students need to be engaged with what they read: the students who are not engaged with the text will not have any interest in the text.
So, they need to be engaged with the material they read.

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- c) Students should be encouraged to respond the content of a reading text, not just the language: it is important to let the students to respond the meaning of the message of the reading text.
- d) Prediction is the major factor in reading: the prediction may help the students to comprehend the text about.
- e) Match the task to the topic: the teacher should choose the reading task which is suitable with the reading topic.
- f) Good teacher exploits reading text to the full: good teacher integrates the reading text into interesting class sequences.

c. The Aspect of Reading Comprehension

Reading comprehension has five aspects as in the following:

a) Main idea

Main idea is called the topic sentence (Mc. Whother, 1986, p.36). It tells the content of the paragraph. In other words, the main idea is the important idea that is developed by the writer throughout paragraph and sometimes is available in key words and explicit or implicit message.

b) Specific information

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

c) Reference

Reference is the words or phrases that are used either before or after the reference in the reading material. They are used

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to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

d) Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

e) Vocabulary

Stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements, indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

d. Reading Assesment

According to Brown (2003, p.189), there are four basic types of reading, they can be identified as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

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b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical task used: picture-cued task, matching, true/false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text. The typical of text such as anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. Top-down processing is typical of such task, although some instances of bottom-up may be necessary.

d. Extensive

Extensive task applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is used for this task.

In this research, the researcher chooses the types of assessment is interactive. Because in learning reading in level of Junior High School, the students must interact or think to give the meaning of the text that they read.

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e. The Concept of Narrative Text

1. Definition of Narrative text

According to M. Syafii (2011, p.18), narration is the telling or relating of occurrence or a series of events. In other words, narrative is a story telling that presents a series of events in a sequence of time.

2. Social Function of Narrative

According to Blake Education (1999, p.4), narrative both informs and entertains the readers by explaining ways of resolving issues that are meaningful to their particular cultures. They encourage the listener or the reader to respond to the text and to extend their own imagination and creativity. It means that in reading narrative text the readers will be entertained and will get information about the text.

3. Generic Structure of Narrative Text

In Blake Education (1999, p. 4), narrative text has three parts:

a. Orientation

The orientation is the first stage which informs the readers about the characters, times, places or story. It can be concluded that in orientation the readers will be introduced to the characters in narrative text.

b. Complication

This is part of text which makes the story interesting where the problems show up. Many of the complications

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illustrate problematic issues that people face and they aim to show that they can be resolved.

c. Resolution

The resolution is the third basic stage in narrative, where the problems or complications are resolved. Not all resolutions are for the better, there can be an unhappy ending. However, most tales for younger readers result in satisfying resolution. It means that in resolution, the readers will find the problem solving of problems in narrative text.

d. Re-orientation

Re-orientation is the last stage in narrative. In this stage the readers is made aware of how the characters changed and what they have learned with the complication and its resolution. It may be written in the form of a moral to the story, such as in a fable.

2. Collaborative Strategy Reading

1) Definition of Collaborative Strategy Reading (CSR)

Collaborative Strategy Reading (CSR) is one of types of comprehension strategy instruction that is designed to improve learners' strategy reading abilities through small group discussion which it was proposed and developed by Klingner and Vaughn (1998, p.32) and then, According to Klingner and Sharon Vaughn, "Collaborative Strategy Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also

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working together cooperatively”. It means that Collaborative Strategy Reading (CSR) is a technique that can improve students’ reading comprehension, increase their vocabulary, and also enhance cooperative skill during reading activity.

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

In conclusion, Collaborative Strategy Reading (CSR) is a set of comprehension strategies designed to improve students’ reading comprehension which the students learn about reading text by using several strategies (preview, click and clunk, get the gist, and wrap up through small group discussion).

2) Procedure and Application of Collaborative Strategy Reading (Preview, Click and Clunk, Get the Gist, and Wrap up)

1) Before Reading

a) Preview

Preview is a strategy to activate students’ prior knowledge, to facilitate their predictions about what they will read, and to generate interest students preview the entire

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passage before they read each section. The goals of previewing are :

1. For students to learn as brief period of time (2-3 minutes)
2. To activate their background knowledge about the topic
3. To help them make predictions about what they will learn

Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset. When students preview before reading, they should look at headings; words that are bolded or underlined, and picture, tables, graphs, and other key information to help them do two things:

- 1) Brainstorming; what do we already know about the topic?
- 2) Making predictions; what do we think we will learn about the topic when we read the passage?

2) During Reading**a) Click and Clunk**

Click and Clunk is a strategy that teaches the students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand the text. The teacher describes a click as something that “you really get. You know it just clicks”.

After the students understand, the teacher explains a clunk: “A clunk is like when you run into a brick wall. You just really not understand a word the author is using. That is a

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clunk, “ Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use “clunk cards” as reminders of fix-up strategies

b) Get the Gist

Get the gist is a strategy to help students identify main ideas during reading in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words. The most important points are as a way of making sure that they have understood what they read. This strategy can improve students’ understanding and memory of what they have learn.

When the students get the gist, they identify the most important person, place, or thing and also what is the most important idea about the person, place, or thing in the paragraph they just read. One way to identify the main idea is to answer the following questions : (a) “who or what is it about?” and (b) “what is most important about who or what?” In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important ideas, but unnecessary details.

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3) After Reading**a) Wrap up**

Wrap up is a strategy that teaches students to generate questions and to review the important ideas in the text they have read. The purpose of wrap up is to teach students to identify the most important ideas of the entire section they have read to improve their knowledge, understanding, and memory of what was learned.

Wrap up consists of two activities: (a) generating questions, and (b) reviewing. A teacher initially teaches students to wrap up by telling students to pretend they are teachers to think of questions they would ask on a test. The teacher suggests the following question starters : who, what, when, where, why and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall.

Finally, the teacher asks the students to write down the most important ideas from the day's reading assignment and report orally to another group in front of the class.

4) Procedures Instruction of Collaborative Strategy Reading

In this research, the Collaborative Strategy Reading (CSR) was given to the students in experimental class. There were eight meetings of instruction. Before the students applied CSR, they

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were divided into small group, which consisted of five students. Initially, the teacher explained the CSR's plan for strategic reading. Once the students have learned the strategies and their roles and have begun working in cooperative learning groups. The teacher's role was to monitor the group, circulate among groups, and provide a helpful assistance. Classroom activities in teaching reading through Collaborative Strategy Reading (CSR) consist of three stages, namely :

a) Pre-Reading Activities

1) Preview

- a) The teacher asks the students to brainstorm and write everything they already know about the topic they will learn
- b) The teacher asks the students to share their best ideas
- c) The teacher asks the students to think of what they will learn about the topic when they read the passage by looking at the title, pictures, or headings and write their ideas.
- d) The teacher asks the students to share the best ideas

b) While-Reading Activities

1) Read

- a) The teacher asks the students to read each section of the passage

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b) Click and Clunk

- 1) The teacher describes a click as something that “You really get. You know it just clicks.
- 2) The teacher asks the students, do you understand what you read? If they do not, they write their clunks. After students understand, the teacher explains a clunk : “ A clunk is like when you run into a brick wall. You just really don’t understand a word the author is using. That’s a clunk.
- 3) The teacher reads a short piece aloud and asks students to listen carefully for clunks
- 4) The teacher asks students to write down their clunks and helps them clarify the clunks by using fix-up strategies are :
 - a. Reread the sentence and look for key ideas to help you understand the word
 - b. Reread the sentence before and after the clunk looking for clues
 - c. Look for prefix and suffix in the word
 - d. Break the word apart and look for smaller words
 - e. Use a picture
 - f. Ask for help

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c) Get the Gist

- 1) The teacher asks the students to tell what is the most important person, place, or things in the section they just have read.
- 2) The teacher asks the students to tell what is the most important idea about the person, place, or thing in the section they just have read
- 3) Go back and do all of the steps in these while-reading activities for each section that is read

c) Post-Reading Activities

- 1) Wrap up
 - a) The teacher asks the students to think of some questions and their answers to check if they really understand what they read. They start their questions with what, who, when, where, why, and how. Every student writes his/her questions and the answers
 - b) The teacher asks the students to share their best questions and the answers
 - c) The teacher asks the students to write down about what they learned.

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B. Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself (Syafi'i, 2013 p.94).

1. Khairi Gusman (2012). Conducted a research entitled, The Contribution of Collaborative Strategy Reading Toward the Second Year Students' Reading Comprehension at MA Al-Kautsar Boarding School. Based on the data analysis, he concluded that the mean of students who were taught by using Collaborative Strategy Reading (CSR) or experimental group was 23.97, while the mean of students Control group without using Collaborative Strategy Reading (CSR) was 5.

The standard deviation of the students who were taught by using Collaborative Strategy Reading (CSR) was 3.03. and the T observed was 8.66. Because T observed was higher than T table, so the significance was 6.66 . The hypothesis calculation, the calculated was 9.31 by using t-table at the 05 level of significance and 60 degree of freedom 58 resulted in a figure was 2.00. Since the t-observed was bigger than t-table, the null hypothesis (Ho) was rejected, the alternative hypothesis was accepted. It means that the use of Collaborative Strategy Reading is able to help the students' reading comprehension.

2. Fajruna El Mubarak (2009), in his research, focused on the effect of Pre-questioning on reading comprehension achievement of the second year students at Junior High School Arroyan Attaqwa Pekanbaru. He found that the application of Pre- questioning could increase the students' reading

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comprehension achievement. It can be seen that the result of T-observed was 8.26. It was bigger than the standard on the critic table of the T-test that was 2.68 in 1% or 2.01 in 5%. It can be read $2.01 < 8.26 > 2.68$. Regarding the result above, H_a is accepted and H_o is rejected. It means that there is significant effect of Pre-question on reading comprehension of the second year students at Junior High School Arroyan Attaqwa Pekanbaru.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is the concept used to clarify the theories used in the research. There are two variables used in this research, they are variable X and variable Y. Collaborative Strategy Reading (CSR) is as variable X that gives the effect to students' reading comprehension as variable Y.

- 1) The indicators of variable X (using Collaborative Strategy Reading), are as follows:
 - a. Teacher tells and introduces the lesson by using CSR
 - b. Teacher asks the students to make a group and give a reading text to each group. Students read the text in their group
 - c. Teacher asks the students to brainstorm and write everything about the topic

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- d. Teacher asks the students to think of what they will learn about the topic when they read the passage and write their ideas
 - e. Teacher asks the students, do they understand what they read or not? If do not, they write their clunks
 - f. Teacher clarifies to help the students' clunks by using fix-up strategies
 - g. Teacher asks the students to tell what the most important ideas in the section they just have read
 - h. Teacher asks the students to think of some questions by using 5W+1H
 - i. Teacher asks the students to share their best questions and answers
 - j. Teacher asks the students to write down about what they have learned
- 2) The indicators of variable Y (students' reading comprehension of narrative text)
- a) Students are able to identify the main idea of narrative text
 - b) Students are able to identify the generic structures of narrative text
 - c) Students are able to locate the meaning of vocabulary in content the text
 - d) The students are able to find factual information in narrative text
 - e) The students are able to make inferences from reading a narrative text

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

It is assumed that the students' comprehension in reading narrative text will be valid.

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It is also assumed that the students' learning achievement will also be valid because of the individual learning differences in English as a foreign language.

2. The Hypothesis

Based on the above the assumption, this research is hypothesis as following:

H_a : there is a significant effect on students' reading comprehension of narrative text taught by using and without using collaborative strategy reading at the eight grade of Junior High School 1 Kampar Airtiris

H_0 : there is no significant effect on students' reading comprehension of narrative text taught by using and without using collaborative strategy reading at the eight grade of Junior High School 1 Kampar Airtiris