

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter present the result of reviewing some literatures dealing with the topic of the study covering definition reading, reading strategies, definition and theory of collaborative strategic reading and definition of narrative text.

A. Definition of Reading

Reading is very important skills when study English. The purpose of the reading is to make readers understand about what they have read.

But as we know, there are many definition of reading, each expert defines the term of “reading” differently. Pamela J. Farris and Carol J. Full (2004:100) states that reading is a process of communication information between a writer and reader. Reading in this process involves decoding and comprehension process. Decoding process means the process of saying word into a representation similar to oral language either silently or aloud, whereas comprehension process is the process of understanding the representation. And then Burlset al(1984:23) states that, reading is interpreting which means reacting to a written text as a piece of communication. In other words we assume some communicative intents on the writer’s part in which the reader has some purposes in attempting to understand.

So, from the definition above, it can be concluded that reading is a process to get or understanding ideas, which are symbolized by a written or printed language as a piece of a communication.

B. Reading strategies

Language teachers are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in the native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important function of the language instructor, then is to help students move past this idea and use top-down strategies as they do in their native language.

Grellet (1998:4) offers some strategies in reading comprehension as follows:

a. Scanning

Scanning is reading quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1996:100). It involves these steps:

- 1) Determine what key words to look for.
- 2) Look quickly through the text for those words.
- 3) When you find each word, read the sentence around it to see if they provide the information being sought.

- 4) If the text provide the information being sought, don't read further. If they do not provide the information being sought, continue scanning.

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

b. Skimming

Skimming is reading quickly running one's eyes over a text to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what about the text is. The reader skims in order to satisfy a very general curiosity about a text. It also help the learners thought and specify what information they can get from a book, so that their subsequent reading is more efficient. Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas.

c. Extensive reading

Extensive reading is reading longer text, usually for someone's pleasure. This is fluency activity, mainly involving global understanding. In this type of course, students are usually given more freedom to choose reading materials that attract them

and they are more responsible in finding materials within their language proficiency range. The text that they read may be completely of their own selection or to some extent selected by the teacher. In an extensive reading course, almost all reading is done outside of class, without teacher's aid. The text is always to be read for comprehension of main ideas, not of every details word. Extensive reading is carried out to achieve a general understanding of usually some what longer text. Most it is performed outside the class. pleasure reading is often extensive. It can sometimes help learner get away from tendency to overanalyze or look up words they do not know, and read for understanding.

d. Intensive reading

Intensive reading is reading shorter text to extract specific information. This is more an accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. Teacher provides direction and help before, sometimes during, and after reading. Students do many exercises that require them to work in depth with various selected aspect of the text. Intensive reading calls student's attention to grammatical form. Discourse makers, and other surface structure details for understanding literal meaning, implications, rhetorical relationship and they like. If the student know what reading strategies are and how apply it, it will

facilitate them in reading, although there is no single set of processing strategies that significantly contribute to success.

C. Collaborative strategic reading

a. Definition of collaborative strategic reading

Klingner and Vaughn (1996) give the definition of Collaborative Strategic Reading, Collaborative Strategic Reading (CSR) is a method of teaching reading comprehension strategies originally design for teacher-led small groups of students in special education whose first language is English. It was later adapted to cooperative learning and peer-led small group instruction in general education classes. And then Richard (2008:57) argue that Collaborative Strategic Reading can improve reading comprehension, they say that CSR is an excellent technique for teaching students reading comprehension, building vocabulary, and working together cooperatively since it used social studies and finally, it is turned beautifully. Because in collaborative strategic reading students make like a small group to discuss the material. So, from this student can work together.

b. Strategies of implementing CSR

The Roles of Students learn four strategies as part of CSR's plan for strategic reading:

Strategy 1 : Preview

Teacher asks students to preview the entire passage before they read each section. The goals of previewing are ;

- a) For students to learn as much about the passage as they can in a brief period of time (2 – 3 minutes).
- b) To activate their background knowledge about the topic.
- c) 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.

Strategy 2 : Click and Clunk

Student Click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader : “Click, click, click” – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, “Clunk”- comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Strategy 3 : Get The Gist

Students learn to “get the gist” by identifying the most important idea in a section of text (usually a paragraph) . The goal of getting the gist is to teach students to restate in their own words the most important point as a way of making sure they

have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

Strategy 4 : Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions : who, what, when, where, why and how (the 5 W and 1 H).

c. The role of the students'

Students roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task. Role should rotate on a regular basis so that students can experience a variety of roles and so that everyone takes a turn being the leader. Students can perform more than one role at a time, if necessary.

Possible roles include the following :

a. Leader

This student leads the group in the implementation of CSR by saying what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

b. Clunk expert

This student uses clunk cards to remind the group of the steps to follow when trying to figure out and difficult word or concept.

c. Announcer

This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

d. Encourager

This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

e. Reporter

During the whole-class wrap-up, this student reports to the class the main ideas the group learned and shares a favorite question the group has generate.

d. The role of the teacher

Once the teacher has taught the strategies and procedures to students and they have begun working in their cooperative learning groups, teacher role is to circulate among the groups and provide ongoing assistance. Teacher can help by actively listening to students' conversations and if necessary clarifying difficult words, modeling strategy usage, encouraging students to participate, and modeling a helpful attitude. It is expected that students will need assistance learning to work in cooperative groups, implementing the strategies, and mastering academic content.

D. Narrative text

Narrative text is one of genre which is taught at junior high school, but there are a definition of narrative text from an expert. Chatman and B. Attebery (1993:48)states that narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.

From the definition above we can conclude that the narrative text is a story which tells us about something interesting that has purpose to amuse and or to entertained for the readers or viewers. So, we can use narrative text when we tell a friend about something interesting that happen to us at work or at school and we can tell to someone a joke.

a. The purpose of narrative text

The purpose narrative text is to present a view of the world that entertains or informs the readers or listener. And another purpose of narrative text is to amuse or to entertain the readers with a story.

b. Generic structure of narrative text

Orientation :it is about the opening paragraph where the characters of the story are introduced.

Complication : where the problem in the story developed.

Resolution : where the problems in the story is solved.

c. Language features

- Past tense (killed, drunk, etc.)
- Adverb of time (once upon a time)
- Time conjunction (when, then, suddenly, etc.)
- Specific character (the character of the story is specific not general)
- Action verb (a verb that shows an action)
- Direct speech (it is to make the story lively)

E. Previous Study

Some studies related to Collaborative Strategic Reading, Septiani (2015) conducted a study entitled the Effectiveness of Collaborative Strategic Reading (CSR) towards the reading comprehension of the third grade students of SMAN 14 Pekanbaru. The results of the analysis showed that the t-test was higher than the t-table ($12.45 > 2.028$) at the level sig. of 0.05 with the degree of freedom (df) $n-1=36$. It means that the alternative hypothesis was accepted and null

hypothesis was rejected. Based on the data calculation, the results showed the significant effects of Collaborative Strategic Reading (CSR) on the reading comprehension of the third grade students. The differences between this research and my research will be in the material subject, this research only reading comprehension but in my research used reading comprehension in narrative text. So, my study more specific subject than that study, because narrative text has long text so many students felt bored when they do a narrative text .

Another study was conducted by Alsafadi (2017) in his thesis entitled The Effectiveness of Using Collaborative Strategic Reading (CSR) on Developing Reading Comprehension and Learning Motivation among Ninth Graders. The results revealed that there was statistically significant differences at ($\alpha= 0.01$) between the mean scores of the control group and those of the experimental one on the reading comprehension posttest. This positive result was attributed to the effectiveness of using the CSR. The differences between this research and my research in the term of topic and grade class. This study use topic reading comprehension and learning motivation but my study use topic reading comprehension mastery in narrative text, and this study take a ninth grade class but my study take the first grade.

On the other hand, Primula (2016) conducted a study entitled The Effectiveness of Collaborative Strategic Reading (CSR) in Improving Students' Reading Comprehension in Narrative Text at the second grade of senior high school. The result of gain index showed that the improvement of experimental group ($g=0.12$) was low. The conclusion was that CSR was not effective to

increase students' reading comprehension. Moreover, the findings from the questionnaire showed positive and negative response toward CSR. The positive responses of CSR was helped students understand the text easily, supported the students to involve themselves in learning activity, and helped them improve English ability. The negative responses of CSR was CSR made the students bored since they had to read based on the steps of CSR and it was considered as complicated strategy. The differences this study between my study was in the instrument. This study use a questionnaire for to get a data but the result is not effective, and my study use a test for get a data there are pretest and post test. And in this study use pre-experimental research design and my study use quasi research design. Quasi research design use two class for to get the data, the first class is experimental group and the second one is control group. So, the result of data more accurate than pre-experimental research design.

On the other hand Anita (2012) conduct a study entitled *Improving the Eighth Year Student's Reading Comprehension of Narrative Text by Using Collaborative Strategic Reading (CSR) at MTsN Aryojeding Tulungagung*. The result of the study showed that the implementation of the Collaborative Strategic Reading (CSR) improved the student's reading comprehension (literal, inferential, and evaluative). It also motivated students to be more active and cooperate with their friends in following instruction. The improvement was indicated by the increasing of the student's mean scores or reading comprehension test administered at the end of each cycle. The differences with my research was in the research design, Anita's study used Class action Research and my study use Quasi-experimental with quantitative approach. And

the instrument of her study used field notes, observation sheet, test, and interview but my study using test, that is pre-test and post-test.

So, from there the researcher took a study entitled *“The Effectiveness of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension Mastery in The First Grade at Senior High School 1 Tulungagung.”*