

CHAPTER II

REVIEW RELATED LITERATURES

In this chapter, the researcher presents some points related to this research including Reading, Reading Ability, Narrative Text, Cooperative Learning, One Stays the Rest Stray Technique, and Some of Related Previous Studies.

A. Reading

1. The Definition of Reading

According to Silberstein (1994:12), reading is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse. It means that reading is an activity to get ideas between the writer and the reader to understand what they read. Reading is one of the most important factors in assessing learner's linguistic competence in English as Foreign Language (EFL). Therefore, the reader should master this skill to get information or ideas from the act of communication. Furthermore, reading is a number of special focuses to readers or students (Richard and Renandya, 2002:273). Many students often have reading as one of their important goal to be able to read for information and pleasure for their career and for their study purposes.

In addition, reading is an exercise dominated by the eyes and the brain (Harmer, 1991:190). The eyes receive messages and the brain has to work out the significance of these messages. It can be said that in reading activity, the reader has to connect his/her eyes and brain to get the

meaning of the text. Moreover, the reader has to effort to understand the text by building the his/her critical thinking. Grellet (2010:7) stated that reading is a constant process of guessing. From that statement, it can be known that the reader does not need to understand the meaning of each word, but he/she has to guess the meaning by giving attention to the context to understand the text. So, reading is an active or receptive skill rather than passive skill because the reader automatically gets the information or ideas by using his/her brain.

From the explanation above, there are many definitions of reading. It can be concluded that reading is a process to understand the ideas between the reader and the writer. The aim of this process is to get the information from the text and to draw a conclusion from the information which is obtained.

2. Types of Reading

Reading can be divided into four types. Patel and Jain (2008:117) classified reading into intensive reading, extensive reading, reading aloud, and silent reading. The explanation about them is as follow :

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. It is called as text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. This reading is done to get specific information. Learners read the book to acquire knowledge is the kind of intensive reading.

b. Extensive Reading

The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. The people usually read for keeping them update.

c. Reading Aloud

In reading aloud, the eyes can read and the brain can understand up to about 800 words per minute. But, most of people can only speak at least 200 words per minute. It means that when the readers use this way to read, they do two activities during reading text. First, they understand the content of text and then they move their lips to read the text. Dealing with the difference of time in understanding the words and speaking capability, reading aloud slow down the reading speed because the readers speak. The activity of moving lips even though it is not reading aloud can prevent rapid reading.

d. Silent Reading

Silent reading is reading to get deep meaning from the text. In silent reading, the readers are not necessary to move their lips. So, this kind of reading involves understanding the text by looking at the text without saying it. By using silent reading, the readers are hoped to be able to enlarge their rapid reading with full understanding.

3. The Purposes of Reading

As the reader begins to read, they have to decide the purpose of reading itself to make their ability in reading successful. There are some purposes of reading. Grabe and Stoller (2002:6) divide some of reading purposes as follow :

- a. Reading to search for simple information
- b. Reading to learn from texts
- c. Reading to integrate information, write, and critique texts
- d. Reading for general comprehension

In additon, Harmer (1991:191) said the purposes of reading are :

- a. Reading to confirm expectations
- b. Reading to extract specific information
- c. Reading for communication tasks
- d. Reading for general understanding
- e. Reading for detailed comprehension (information)
- f. Reading for detailed comprehension (function and discourse)

Based on the purposes of reading above, the most dominant purpose is reading for comprehension. Many students can pronounce words fluently, but when they are asked about what they have just read, they are usually unable to respond. Thus, comprehension is important in reading.

B. Reading Ability

Reading ability can be described as a cognitive ability which a person is able to use when interacting with texts (Urquhart and Weir, 1998:23). For

interacting with texts, the readers or students have to understand the meaning of the text. When they read a text, he or she engages of cognitive process to comprehend or construct the meaning from the text. However, it is hard to understand and build the new ideas or information from the text. Therefore, the writer and the reader have to build the same ideas to comprehend or to get same perception of the text meaning.

In addition, the readers or students can be said to have a good ability in reading when they can comprehend the text well. Allington and Strange (1980:16) stated that reading has not truly happened without comprehension. From that statement, it can be known that comprehension is the main point of reading ability. The readers are hoped to comprehends the ideas from the text by analyzing and organizing ideas to obtain the accurate ideas or information.

Based on the explanation above, it can be concluded that reading ability deals with comprehension in reading. It is the process to take meaning of the text from writer that involves experience and prior knowledge which the readers have. Thus, reading ability can be determined by one of the purposes of reading that is reading for comprehension.

C. Narrative Text

1. The Definition of Narrative Text

Narrative text is one of the text types which is taught for the second grade of Junior High School. In narrative text, students are expected to understand about the context and to find the moral value of the story.

There are many types of narrative text. They can be imaginary, factual, or a combination of both. They may include fairy tales, horror stories, fables, legends, folktales, short story, myths, etc.

Meyers (2005:52) states that narrative is telling a story and to be interesting for readers to respond to some event in your life as if it were their own. If the readers can understand the content and feel the situation in the story when they read it, it means that narrative text is presented well by the writer. Furthermore, narrative text is a text to tell activity in the past which increase problematic experience and solution to amuse and give a moral value for the reader (Pardiyono, 2007:94). Thus, it can be concluded that narrative text is a text that tells a story which has the purpose that is to amuse or entertain the readers. It raises the problematic experience in the past and resolution to tell the story's lesson to the readers.

2. Generic Structure of Narrative Text

According to Anderson (2003:3), the steps for constructing a narrative text are as follow :

a. Orientation

The writer tells the readers *who* was in the story, *when* the story happened, *where* the action happened, and *what* happened from the story.

b. Complication

The writer tells about conflict or crises arisen and will begin chains of events that influence the story.

c. Resolution

The characters of the story solve the conflict or crises in the complication.

d. Coda

The writer tells the message of the story in this part, but not all of the narrative texts has this part.

3. Language Features of Narrative Text

Narrative text has language features as follow :

- a. Nouns that identify the specific characters and places in the story, for example : a beautiful princess, a big castle, etc.
- b. Adjectives that provide accurate descriptions of the characters and settings, for example : a beautiful princess who lived in the palace.
- c. Verbs that show the actions that occur in the story, for example : walked, ran away, etc.
- d. Time words (Simple Past Tense) that connect events, for example : once upon a time, three days ago, etc.

4. Sample of Narrative Text

According to Pardiyono (2007:105), the sample of narrative text is as follow :

Orientation :

Once upon a time, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

Complication :

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it.

When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!"

Resolution :

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise.

Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

Coda :

It is very famous as a piece of interest for domestic and foreign visitor up to now. It has lovely view and natural beauty. This legend is still well

known for people of this country and is still held up as one of the famous folk tales of the nation.

D. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative learning is a teaching strategy that involves the participation of students in a small group to interact each other (Rusman, 2012:203). It is learning in small groups where interaction is structured according to carefully worked-out principles. It was developed in USA and arose among other things out of concern that the traditional school was creating far too many losers, destroying the spontaneous joy of learning in many young people, and failing to develop one of the most important things or one will be needed in later life, i.e. the ability to cooperate with others. Cooperative learning can be used at all age levels, from kindergarten to university. It is much more than just a bag of tricks to make teaching run more smoothly. It is a different way of conceiving teaching.

Kessler (1992:8) mentioned that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups, and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. It means that cooperative learning is learning strategy which each students work in small groups. They learn

how to discuss some topics in a group. In this case, the students unconsciously learn how to respect, to be open-minded, and to be responsible to themselves or their group itself. When the interaction happens, the students who don't know about the topic will become to know. Meanwhile, the students who have understood about the topic can share what they know to their friends. Thus, cooperative learning has a good feedback to improve the students' knowledge.

2. The Purposes of Cooperative Learning

Cooperative learning has some purposes. According to Kindsvatter et al (1996:308), the purposes of cooperative learning are as follow :

- a. To increase achievement through group collaboration that enable students to learn from each other.
- b. To provide an alternative to competitive structure of most classrooms today that discourages the poorer students.
- c. To improve human relation in the classroom by promoting interdependent activities that teaches collaborative skills.

E. One Stays the Rest Stray Technique

a. Understanding of One Stays the Rest Stray Technique

One of the cooperative learning models is stay and stray. There are many kinds of techniques in stay and stray model. One of them is One Stays the Rest Stray (OSRS) technique. It was developed by Kagan who stated that this technique is very effective because it can be used in all

subjects and for all levels of learners age (Jacobs et al, 1996:110). One Stays the Rest Stray (OSRS) technique is one part of the cooperative learning method that puts students in small groups. The members of the group can be the same as the number of the paragraphs in a text. Then, they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of One Stays the Rest Stray will provide the opportunity for the group to share information results to other groups.

In addition, many people said that this technique is similar to Jigsaw technique. Nevertheless, this technique needs less time than Jigsaw since the members pursue the content of paragraphs faster than in Jigsaw (Johnson et al, 2000:20). When each group does their task from the teacher, each member does the different task or the same task, so it does not make any difference. After that, all members of each group discuss the task and take a conclusion to put it into one idea as the answer to the teacher's task. Moreover, the teacher function in One Stays the Rest Stray technique is only as a facilitator and as a motivator. As a facilitator, the teacher should facilitate the students to read various types of texts before the class. Then, as a motivator, the teacher might motivate the students by giving attention to them when they study, giving relevant material, supporting them to study hard, checking the students' work before they

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

From the explanation above, it can be known that One Stays the Rest Stray technique is completely students' centered. Each student has the chance to contribute and to learn something which causes each student develops his/her accountability. By using this technique, the students will have a chance to answer, ask questions, apply the knowledge which they have acquired, and gain feedback from group members while they socialize in groups. Therefore, it will build students' self esteem and lead to the enjoyment of the teaching learning process.

b. The Steps of One Stays the Rest Stray Technique

According to Jacobs et al (1996:110), the workings of one of the techniques in cooperative learning method that is One Stays the Rest Stray (OSRS) technique are as follow :

1. The students work in groups as usual
2. After conducting a discussion of the material in the groups finish, one member would remain living in their own group to receive the visitors from other groups while the other members from each group will leave the group and visit each other in the group
3. Then one member who lived in these groups will each be responsible for distributing the work, information and knowledge to the guests who come to the group

4. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
5. The next match and the group will discuss the results of their work

F. Some of Related Previous Studies

The same studies concerned about One Stays the Rest Stray technique had been conducted by the previous researchers. First, the study had been conducted by Tjahjaning Tingastuti Surjosuseno (2011) entitled “The Effects of One Stays the Rest Stray and Lockstep Techniques on the Enhancement of Students’ Reading Achievements”. In this study, the researcher used two-group, quasi-experimental, posttest only design to investigate two techniques. The experimental group was taught by using One Stays the Rest Stray technique and the control group was taught by using Lockstep technique. The result of the study showed that the reading achievements of experimental group increased and was significantly different from those of the control group. The mean of the experimental group was 22.93 and the mean of the control group was 19.67. Based on the result of the study, teaching reading by using One Stays the Rest Stray technique was more effective than teaching reading by using Lockstep technique.

The second study had been conducted by Noviga Darma (2014) entitled “The Use of One Stays Rest Stray Technique in Teaching Reading Comprehension of Narrative Text”. In this study, the researcher used qualitative research design, embracing characteristics of a case study to

investigate the extent to which the use of One Stays the Rest Stray technique helps students' reading comprehension and to examine students' responses to the use of One Stays the Rest Stray technique in the classroom. The result of the study showed that the use of One Stays the Rest Stray technique helped students' reading comprehension by covering aspects of reading comprehension namely background knowledge, vocabulary knowledge, reading fluency, and comprehension strategies. Besides, the students responded positively towards the use of One Stays the Rest Stray technique in their learning. From the result of the study, this technique was appropriate to teach reading and to motivate the students in reading activities.

After comparing with two previous studies above, it indicates in some differences and similarities. Here, the researcher conduct a study to know the effectiveness of using One Stays the Rest Stray technique towards students' reading ability. The similarities with two previous studies are in the type of the text and the technique which is used by the researcher. In two previous studies, the researchers used One Stays the Rest Stray technique and narrative text which are same as this study. Meanwhile, the differences with two previous studies are in the level of education and the research design which is used. The first previous study used quasi-experimental with posttest only design and it was for college students. Then, the second previous study used case study in qualitative research design and it was for senior high school students. However, the researcher used quasi-experimental with pretest-posttest design in this study and chose the second grade students of junior

high school as the respondent. But over all, the two previous studies have the same positive result. The result proved that One Stays the Rest Stray technique was good for students' reading ability. From the previous studies above, it proved that the present research originally belongs to the researcher.