

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discuss the theories of related literature of implementing *collaborative strategic reading* of narrative text to improve reading comprehension skill of the students of SMP YPI Baiturrahman Ngoro – Mojokerto. There is consists of five main title. First present about the definition of reading, general concept, and teaching reading. Second, the definition of narrative text, types, generic structure, and purpose of narrative text. Third, tells about definition and strategy of Collaborative Strategic Reading (CSR). Fourth, teaching narrative text using CSR. Fifth, tells about Collaborative Strategic Reading and reading comprehension. And the last tells about previous studies.

A. Reading

1. The definition of reading

Reading is an activity that involves levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. To do it successfully, we have to understand the words in the text mean. We can understand the argument in the text and work out if we agree with them or not.

Good reading comprehension will be accomplished if learners have four reading abilities. In addition, Cline et.al (2006:2) states that

reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. The essence of reading is a transaction between the words of an author and the mind of the reader, during which meaning is constructed. It means that the main goal of reading instruction must be comprehending. By comprehend the text, there is the transaction within the reader and author after reading the text.

Based on the definition from the experts above, reading can be defined as an active skill that follows some skill in the reading text. It is also a complex process of human's activity, because the reader uses their eyes and brain to get the meaning or message from the author's. In addition, reading is not only how to get meaning of each word or sentences, but the important thing is how the reader can get and comprehend what the author tries to convey through the words.

2. General Concept of Reading

According to Grabe and Stoller (2002:11), reading is the ability to draw meaning from the printed page and interpret this information appropriately. Therefore, reading seems difficult skill for students who use English as a second language and foreign language. Because they have to transfer their mother language to the foreign language in comprehending the text.

Based on the point above, generally reading is a complex process of human's activity. When they are reading, they use their eyes and brain

to get the meaning of the author's message. In this sense, according to Harmer (1991:190) reading is an activity that use the eyes and the brain in which the eyes have function to get the message or information and to send message to the brain, and then the brain gets the message from the eyes and manages the message. In addition Aebersold (1997:15) stated that "reading is what happens when people look at a text and assign meaning to the written symbols in that text". It means that in activity of reading there is an interaction between what the reader looks of the text and what the author writes.

In addition, Farris (2004:324) explained that:

"Reading means getting meaning from print. Reading is not phonics, vocabulary, syllabication, or other 'skills', as useful as these activities may be. The essence of reading is a transaction between the words of an author and the main of reader, during which meaning is constructed. This means that the main goal of reading instruction must be comprehension: above all, we want students to understand what is on a page"

The explanation above shows the general of reading as a transaction between the author and the reader in getting the meaning of the written text. It is strengthening statement by Nuttal (2005:3) who said that:

"The view of reading offered in this books are essentially concerned with meaning, specifically with the transfer of meaning from mind to mind: the transfer of a message from writer to reader. As we shall see, it is not quite as simple as that, but we exclude any interpretation of word *reading* in which meaning is not central. We shall explore how we get meaning by reading and how the reader, the writer and the text each contribute to the process."

From the explanations above, it can be known that reading is transformation from mind, especially how the reader gets the meaning from the writer's mind.

3. Teaching Reading

Teaching is process of give knowledge for students. Teaching reading is not only teaching to read, but more of it. Comprehension the text is one of reading's goals. According to Ricards (1990:207) teaching reading can be main as facilitate student performance this in comprehension text, and provide student with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the participles of teaching. The principles can be standard to limit teacher when they teach reading. The principles of teaching reading are states below:

1. Reading is not passive skill
2. Student need to be engaged with hat they are reading
3. Student should to be encouraged to respond of the content of reading text, not just to the language
4. Prediction is major factor in reading
5. Match the task to the topic
6. Good teacher exploit reading texts to the full

Teaching reading is not vacuum activity. Student must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. teaching reading need more than only read text.

B. Narrative Text

1. The Definition of Narrative Text

Meanwhile, according to Siahaan and Shinoda (2008:73), narrative text is a text which is written to entertain people and to tell a story or experience in different ways. According to Anderson and Anderson (1998:3) narrative text can be presented as written or spoken texts. Written narrative often takes form of novel. The story is said to be told in the first person. If a person outside is the story is the narrator, then the story is being told in the third person. Its mean that the narrator intended to make the story interesting to read by setting the characters, events, and something can be learned from the story.

2. Types of Narrative Text

According to Mislaini (2015:3) Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form: fables (Stories about animals behave like humans pictured), fairy stories (The story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal

experiences written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up)

3. Generic Structure of Narrative Text

According to Hartono (2005:4) the structure of narrative text, there are:

a. Orientation

In this paragraph, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on

b. Complication

The part of the story where the narrator tells about something that will begin in chain of events. These events will affect one more of the characters. The complication is the trigger.

c. Sequence of event

The narrator tells how the characters react to the complication. It includes their feelings 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 narrator's point of view.

d. Resolution

The complication is sorted out or problem is solved.

e. Coda

The narrator includes a code if there is a moral or message to be learned from the story.

4. The Purpose of Narrative Text

Mark and Kathy Anderson (1998:3) The purpose of narrative, other than providing entertainment, it can also make the audience think about the issue, teach them a lesson, or excite their emotion. Present a view of the world that entertains or informs the reader or listener. It is in line Rudi Hartono (2005:6) that social function of narrative text is to amuse and to deal with actual experience in different ways.

C. Collaborative Strategic Reading (CSR)

1. The Definition of Collaborative Strategic Reading (CSR)

According to Klingner and Vaughn (1998:32-38) Collaborative Strategic Reading (CSR) is a technique of teaching reading comprehension strategic originally designed for teacher-led small groups of students in special education whose first language is not English. It was later adapted to cooperative learning and peer-led small group instruction in general education classes.

2. Strategic of Implementing CSR

The Roles of students learn CSR's plan for strategic reading, there is four strategic:

a. 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.

b. 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. When the students do not know meaning of the word or sentences they must underline. 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.

c. 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.

d. 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. The leader of group forward in front of class to retell the result pf the text.

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 (5 W and 1 H).

D. Teaching Narrative Text Using CSR

There is some procedure in teaching narrative text using Collaborative Strategic Reading (CSR):

- First: Introduce the procedure of Collaborative Strategic Reading (CSR). Tell students about the advantages in learning reading using Collaborative Strategic Reading and explain them that CSR is useful for them to develop their reading comprehension of narrative text.
- Second: student make small group. Each group consist of 4-5 students. After that they have to choose the role as *a leader*, *a clunk expert*, *a gist expert*, *an announcer*, *an encourager*, and *a timekeeper*.
- Third: give students the instruction to practice reading activity using CSR including *preview*, *click and clunk*, *get the gist*, and *wrap up*.
- Fourth: control all group when the student find problem.
- Fifth: retell the text in front of the class.
- Sixth: give students some questions from the text. This is done individually. After finishing, they collected the answer sheet. Finally, make an evaluation about students answer it will make the teacher knows their score in reading comprehension.

E. Collaborative Strategic Reading and Reading Comprehension

Some linguists argue that Collaborative Strategic Reading can improve reading comprehension. First, Klingner and Vaughn (1998:32) 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.

F. Previous Studies

The first study using CSR was done by Vaughn & Schumm in 1998. This research was conducted with 26 seventh and eighth graders with low learning abilities who used English as a second language. In this study, students learn to use modified reciprocal teaching techniques in cooperative learning groups (i.e., brainstorm, predict, clarify words and phrases, highlight main idea, summarize main ideas and important detail and ask and answer the question). The researcher found that CSR was effective in improving reading comprehension for most of the students with low learning abilities.

The second study was conducted by Klinger and Vaughn in 1998. Vaughn and Schumm implanted CSR with fourth graders with a wide range of reading levels. Students in the CSR groups significantly outperformed those in the control group on comprehension. In a subsequent study, fifth-grade students were taught to apply CSR by trained classroom teachers during English as a Second Language (ESL) science classes. It was shown that the students significantly increased their vocabulary from pre to post-testing.