

CHAPTER II

LITERATURE REVIEW

In this chapter contains the following points: reading comprehension, recount text, collaborative strategic reading, procedure of teaching reading CSR, previous related research, and concept framework.

A. Literature Review

1. Reading Comprehension

1.1 Definition of Reading Comprehension

Reading is always related to understanding. Reading comprehension is needed to be able to understand the contents of the reading well. Comprehension is one of the important aspects in reading activities because understanding reading material can improve reading comprehension themselves and for specific goals to be achieved. according to Nurdiana (2017, p.7) reading comprehension is a process as well as extracting and constructing meaning through interaction and engagement with written language. According to Healy's opinion in Husniati (202, p.12) Reading comprehension involves knowing the written words, understanding the material being read, and understanding the meaning of the text. According O'shea Sindelar in Mawarni (2016, p.9) reading comprehension is a complex process that involves words reading, word knowledge and fluency to construct meaning.

Based on the explanation of reading comprehension above, it can be concluded that reading comprehension is the ability to process text, understand the meaning of the text, and integrate it with what the reader knows. Individual ability

to understand text is also influenced by their skills and ability to process information.

According to Harmer in Mawarni (2016, p.10) stated that there are six principles of teaching reading:

1. Reading is not a passive skill

Reading is as active work. Students must understand what the word means, look at the picture the word is painting. If students don't do this, they will easily forget it.

2. Students need to be involved with what they read

Students must be involved in reading the text, so they are interested in the topic or assignment and they can capture a lot of information from the text.

3. Students must be encouraged to respond to the contents of the reading text, not only to the language.

Teachers must provide motivation to students to share opinions or ideas about topics with their reasons. It will build their skills.

4. Predicting is a major factor in reading

Before students read the entire text, they will first see the cover, pictures, title of the book article. In this process, teachers must ask students to predict what content they will read before they see the actual content of the book. Their brain will also start working which means it is ready to read. This activity will engage students more.

5. Customize tasks with topics

6. The teacher must give assignments based on the topics that have been studied.

The assignment must represent what the text contains. The teacher can also give some challenging assignments.

7. A good teacher makes full use of the reading text

Good teachers incorporate reading texts into interesting classes. The teacher can bring up the topic in group discussion and the next task in the group is carried out by students. The teacher will help them when they find difficult or other words.

1.2. Types of Reading Comprehension Assessment

According to Hughes in Mawarni (2016, p.12) there are several things that must be done to assess reading skills:

1. Specifying what students should be able to do, in terms of text and speed

- Text: text type, text form, graphic features, topic, style, intended audience, length, vocabulary range and grammatical range.
- Speed: usually measured by looking at the number of words per minute. The amount of time needed could be determined by the number and difficulty of the items.

2. Setting the tasks

- Selecting text: this depends on experience, judgment, etc.
- Writing items.

- Select possible techniques: eg using multiple choice, short answer, filling in gaps, and transferring information.

3. Scoring

In scoring reading test, the teacher may assess grammatical, spelling, or punctuation errors.

Madsen in Mawarni (2016, p.12) argues that reading comprehension is at the heart of reading evaluation in most schools. There are several techniques that teachers can apply to test students' reading comprehension: 1). Test the understanding of sentences: by using the technique of elicitation; picture clues and sentence cues. 2). Test reading comprehension; using standard multiple choice and multiple choice techniques.

According to Klinger in Mawarni (2016, p.13) said that there are some assessment of reading comprehension (1) Norm-referenced tests, the student's scores are compared with those of normative sample. Published test took under conditions. (2) Criterion-referenced tests, the student's scores are compared with predetermined criterion levels that mean mastery of skill or content. (3) Curriculum-based assessment, the test is based on the used of the usual curriculum in the classroom. The teachers asses the student's and monitor their progress regularly.(4) Curriculum-based measurement, teachers assess the students frequently with standar, brief test, score to monitore their progress. (5) Interview and Questionnaire, eachers ask the students to respond orally or in writing to a list of question designed to know their understanding of reading process and their knowledge of reading strategy. (6) Observation, teachers can observe the students

reading behaviors by using checklists, records or taking note. (7) Retelling, teachers ask the students to retell what they get of what they just have read. (8) Think-alouds, teachers ask the students to explore their ideas before, during and after reading.

1.3 Teaching Reading Comprehension

Reading comprehension skills are very much needed in English as a second language, according to Goodwyn and Branson in Mawarni (2016, p.10) teachers must prepare a number of preparatory things before they start the learning process including the content and process. Learning content that must be prepared starts from the skills to be learned, as well as material sources. If not, the process relates to how to explain material, activities to gather knowledge and how to assess student work.

Meanwhile, in the opinion of Hemerr in Mawarni (2016, p.10) teachers must teach reading comprehension to students because most of them want to be able to read texts whether to get information or to get pleasure and understand what they have learned. Teaching reading as a second language provides opportunities to learn languages such as vocabulary, grammar, punctuation and the way we structure sentences, paragraphs and texts. Every teacher must provide good reading texts that can introduce interesting topics, stimulate discussion, generate imaginative responses, provide good lessons. teachers must use appropriate strategies in teaching based on student needs, interests and so on.

1.4 The Process of Reading Comprehension

The comprehension process starts before we read and persists after the reading is done. Sangia in Husniati (2021, p.14) states that reading is a complex interaction between the text and the reader formed from the prior knowledge, experience, attitudes of readers, and language communities. The process of reading needs continuing training, development, and improvement.

According to Singhal in Husniati (2021, p.14) the foreign language reading process has several similarities with first language reading, such as background knowledge, content information, procedural and linguistic structure. Furthermore, Klingner et al in Husniati (2021, p.14) states that reading comprehension instruction is delivered in three steps: mentioning, practicing, and assessing. The teacher would describe the skill that they wanted students to use, then provide the opportunity to practice that skill using a workbook or skill sheets, and then assess whether or not they successfully used the skill.

In addition, Satria and Syafei (2019, p.487) state that to use various techniques to make sense during reading, a good reader also uses a pre-reading strategy such as previewing and use after reading strategies such as summarizing. By dividing teaching into pre-reading, while-reading, and post-reading, teachers will plan activities at each stage that will increase student's comprehension and provide teachers with the opportunity to illustrate strategies that readers can use at every stage.

The Comprehension Strategy Teaching can be organized in three stages to correspond with the reading activities used. The three stages are pre-reading, while-reading, and post-reading.

a. Pre-reading

Pre-reading activities introduce the students to a specific text, collect or provide sufficient background knowledge, and enable the scheme Carter and Long, in Husniati (2021, p.15) This stage aims to encourage while-reading practices where students and Teachers prepare for the activities and learn about the topic of the text Ibrakhimovna (2021, p.15).

At this stage, teachers designed activities such as introducing vocabulary, displaying visuals, and previewing the text Medina and Alonso (2015, p.45). Toprak and Almaciođl in Husniati (2021, p.15) add that pre-reading activities include discussion of author or text type, brainstorming, reviewing familiar stories, consideration of illustrations and titles, skimming, and scanning.

b. While-reading

After the introduction of the text and enabling schema, readers go on to focus on the reading content. While-reading activities involve activities that a student participates in while reading the text, the aim of these activities will be to allow students to achieve their learning goals by managing the text in various ways Ibrakhimovna in husniati (2016, p.45). Readers can grasp the storyline and the characters during their while-reading activities and help them with difficult vocabulary, text style, and language Erten and Karakas in Husniati (2021, p.15).

According to Medina and Alonso (2015, p.134) while-reading activities intended to ask students to have direct interaction with the text of reading. Examples include: asking about the main idea, predicting, and making inferences.

c. Post-reading

According to Toprak and Almacioğlu in Husniati (2021, p.16), post-reading activities first review students' comprehension and then, where necessary, lead students to a deeper analysis of the text. Erten and Karakas in Husniati (2021, p.16) adds that Post-reading activities assist readers in interpreting the text, comprehending the narrative point of view, and preparing them for writing and discussion activities.

The goals of this stage are: encouraging students to utilize their knowledge in reading, integrating their reading abilities, utilizing keywords and structure to sum up the reading passage, and capturing the main idea from a reading text, and interpreting descriptions Ibrakhimovna (2016, p.45).

2. Recount Text

2.1 Definition of Recount Text

Mark Anderson and Kathy Anderson in Nisa (2022, p.19) state that recount text is text that informs the reader about past events, usually in the sequence of events. Also, Novi in Nisa (2022, p.19) states that recount text is a type of text that informs readers about events and activities that occurred in one's experiences in the past. Thus it can be concluded that recount text is a type of text that functions to retell events that have occurred within a certain period of time and usually these events are written in a structured time sequence. This text begins by

telling the characters in the story, how the event started, where and when the event occurred.

2.2 Purpose of Recount Text

Mark Anderson and Kathy Anderson in Nisa (2022, p.20). The purpose of recount text is to give the reader an idea of what happened and when it happened. Meanwhile, according to Sonia & Fisher (2016, p.8) argues that the purpose of the reader's recount is to inform and entertain. In simple terms, the purpose of recount text is to retell past events to readers or entertain readers.

2.3 Generic Structure of Recount Text

Pardiyono in Nisa (2022, p.20) states that the generic structure of recount text is orientation, events, and reorientation. (1) Orientation, the first structure which contains information about the characters, the place of events, when the events took place and so on. The information provided by the author is expected to provide the knowledge or information needed by the reader in order to understand the storyline. (2) Events, the second structure tells something that happened in the past according to a series of events/events. To indicate a series of events, we can use on the first day, when, on the next day, on our last day, in Sunday morning, and so on. (3) Reorientation, This section is the closing of the text which contains conclusions, messages, impressions, or feelings of the author on the events experienced.

2.4. Language Features of Recount Text

According to Hylan in Suprihatin (2018, p.18) the language features in a recount text are:

1. Use of simple past tense, past continuous tense, and past perfect tense

➤ Simple past tense

The simple past tense describes an event that has happened in the past, whether it was a long time ago or recently happened.

Verbal Simple Past Tense

Nominal Simple Past Tense

➤ Past continuous

Past continuous tense is a tense to express an event or event that was happening in the past during a certain time.

➤ Past perfect tense

It is used to describe a past action which is completed before another past action.

2. Use of adverbs of time in the past,such as last year,yesterday,two day ago, in 2021,etc.

3. Use of time sequences,such as first,then,next,before,after,finally,when,whil

4. Use of personal pronouns,such as as /and we

3. Collaborative Strategic Reading

In the interpretation of Febtisari and Fitrawati (2017, p.335) Collaborative Strategic Reading is a strategy that teaches students to collaborate in reading assignments to increase understanding. Collaborative Strategic Reading (CSR) is a peer - mediated reading comprehension learning model that is informed through reciprocal teaching methods , cooperative learning , and transactional instruction strategies . According to Klingner, Vaughn, and Boardman in Claudia (2015, p.15) Strategies in CSR are designed to teach students with various abilities to understand strategies.

Collaborative Strategic Reading (CSR) was discovered and developed by Klinger and Vaughn. Collaborative Strategic Reading is a great teaching technique for teaching students' reading comprehension and building their vocabulary. Students can also work together cooperatively. This technique helps students to communicate in difficult texts and utilizes key reading techniques to increase comprehension. Meanwhile, according to Klinger, in Mawarni (2016, p.14) Collaborative Strategic Reading (CSR) is designed so that students are taught to activate their reading comprehension skills. Students work in collaborative groups to derive meaning and conceptual ideas from texts.

The use of comprehension strategies is able to train or guide students in groups or groups, and practice what they have learned Vaughn and Bos,in Kurniawan (2014, p.18). This CSR strategy involves students learning from four strategies implemented in several stages, namely:

- a). Previewing (Brainstorming and predicting),
- b). Click and Clunk (find, analyze, and understand words that are not understood or difficult),
- c). Get the Gist (looking for the gist (main idea) and summarizing the contents of the reading then expressing the contents of the reading in their own language), and
- d). Wrap-Up (Determine questions that help to understand important information in the reading then reflect on what they have learned).

Collaborative Strategic Reading (CSR) strategies can be used in classrooms and educators who have students with learning problems and help students who want to learn the language Klingner and Vaughn in Kurniawan (2014, p.18). This CSR strategy involves activities before reading, during reading, and after reading which in each stage involve the components of the Collaborative Strategic Reading (CSR) strategy. The pre-reading stage uses a previewing strategy, namely brainstorming and predicting reading topics. In the next stage is the reading process using the Click and Clunk strategy (finding, analyzing, and understanding words that are not understood or difficult) and the Getting the Gist strategy (finding the essence of the reading and then expressing the contents of the reading in their own language). At the post-reading stage using the Wrap Up strategy (Determining questions that help to understand important information in the reading then reflecting on what they have learned). Collaborative Strategic Reading (CSR) aims to improve reading comprehension and improve students' understanding in the learning process.

a. Steps of Collaborative Strategic Reading

According to Janette K. Klingner and Sharon Vaughn (2000, p.33) the procedure for teaching collaborative strategic reading is as follows:

1. Preview

- a. Brainstorm: What do we already know about the topic?
- b. Predict: What do we think we will learn about the topic when we read
- c. the passage?

2. Click and Clunk

- a. Were there any parts that were hard to understand (clunks)?
- b. How can we fix the clunks? Use fix-up strategies.
 - (1) Reread the sentence and look for key ideas to help you understand the word.
 - (2) Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
 - (3) Look for a prefix or suffix in the word.
 - (4) Break the word apart and look for smaller words.

3. Get the Gist

- a. What is the most important person, place, or thing?
- b. What is the most important idea about the person, place, or thing?

4. Wrap Up

- a. Ask questions: What questions would show we understand the most important information? What are the answers to those questions?

Before implementing Collaborative Strategic Reading (CSR) steps the researcher applied students' interest in reading by asking students to read books in the reading corner of the student class.

b. Reading Corner

The reading corner is the collective responsibility of teachers and students. Students should be given responsibility for looking after the books in the reading corner. The purpose of establishing a reading corner is to increase students' interest in reading and students can borrow books and read them at any time. In accordance with Rofi (2019, p.2) reading corners are very helpful in fostering students' interest in reading in the classroom, the role of reading corners in fostering students' interest in reading is, as a facilitator for reading places, as the closest reading material, comfortable reading places and interesting reading places, so Some of its roles help foster students' interest in reading at school.

In this study the reading corner was used by the researcher to help improve students' comprehension skills by increasing their interest in reading by carrying out a 15-minute literacy culture in the reading corner in the class that the researcher had provided.

4. Procedure of Teaching Reading Comprehension through Collaborative Strategic Reading

Pre-activity (15 minutes)

1. The researchers asks students to choose reading material in the reading corner that has been provided by the teacher

2. The researchers asks one of them to retell the books that have been read by students

Whilst-Activities (50 Minutes)

Preview

1. The researcher shows pictures related to the reading text
2. Students are asked to predict the title of the story based on the picture shown
3. Students write the title of the story they predict on the worksheet that has been prepared by the researcher

Click and Clunk

4. The researcher asked the students to work together to identify the words they did not know in the text
5. The researcher explains, if students understand the information then "click" (underlined) and if students do not understand the information then "beep" (Circle).
6. The researcher asks the students to reread the sentence and look for key ideas to help you understand the word.
7. The researcher asks students to re-read sentences that sound and sentences before or after the clunk.
8. The researcher asks the students to look for the prefix or suffix of the word.
9. The researcher asked the students to solve the word.
10. The researcher asked the students to record the words they did not know on the student worksheets.

Get the Gist

11. The researcher asks the students to find the main idea of each paragraph in the text.
12. Students write each main idea paragraph on their worksheets
13. The researcher asks the students to find information in the text.

Wrap Up

14. The researcher asks students to make questions and discuss their answers from the text given
15. The researcher asks students to conclude the text they have read.

Post - Activity (15 minutes)

1. The researcher asked the students to conclude the material that had been studied today and asked questions.
2. The researcher closes the class

B. Previous Related Research

The first previous research was conducted by Era Satari, students of the English Education Department, Borneo Tarakan University in 2018, with the title "Using Collaborative Strategic Reading (CSR) to Improve students' reading comprehension at second grade students of SMP Negeri 2 Tarakan" which aims to find the effectiveness of using collaborative strategy reading techniques to improve students' reading comprehension. The conclusion of this study shows that the results of learning to read comprehension by using Collaborative Strategic Reading techniques are higher than by using cooperative learning techniques. Judging from the average value of the experimental class 71.75. While the value

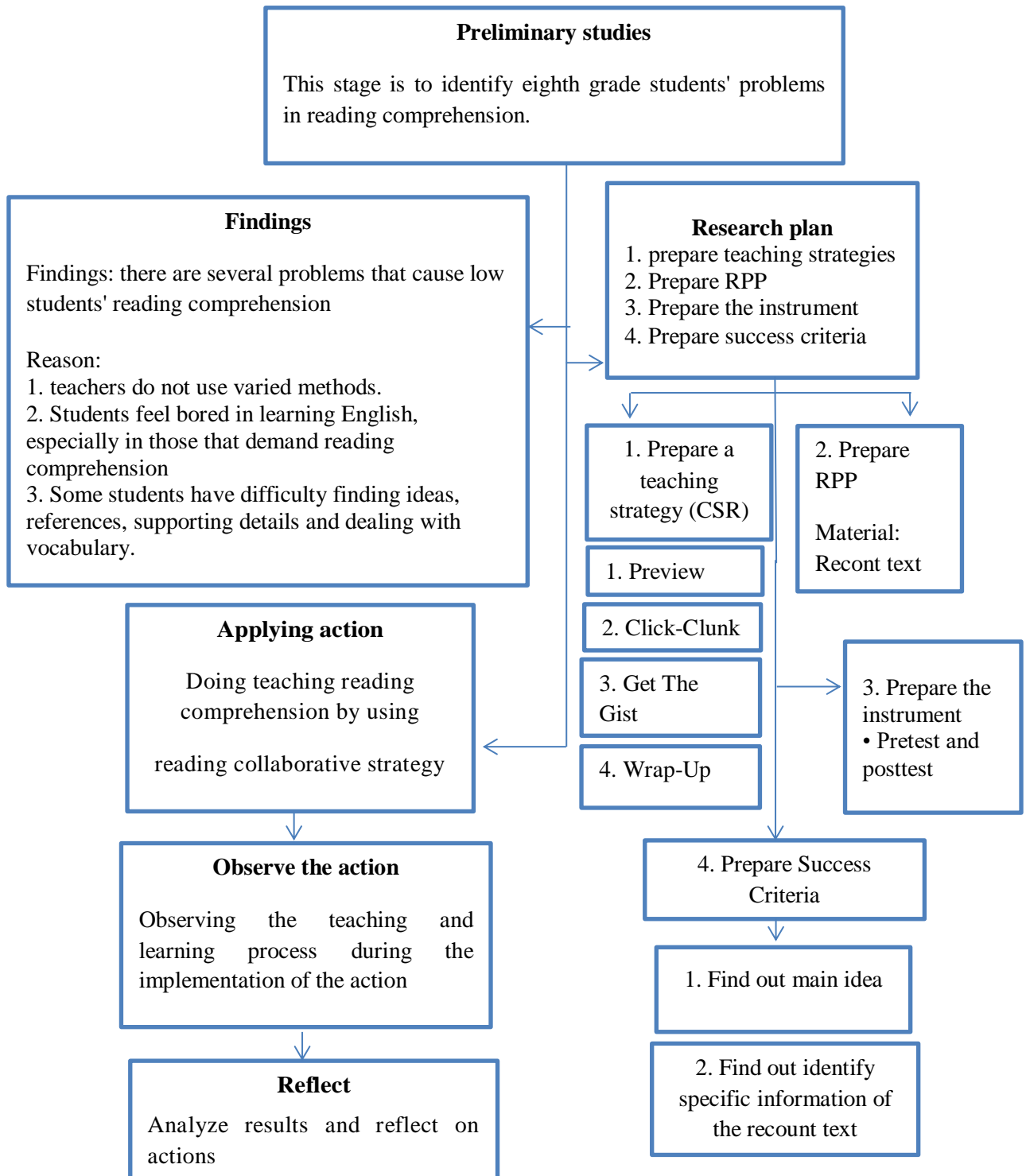
in the control class is only 64.13. The similarities of this present research and this previous research are on objective of this study and same on level of class of the sample, the differences of this study and this previous research is there method of the research, previous study used quasi-experimental and this study used pre-experimental research, and technique of sample previous study used purposive sampling and this study use cluster random sampling.

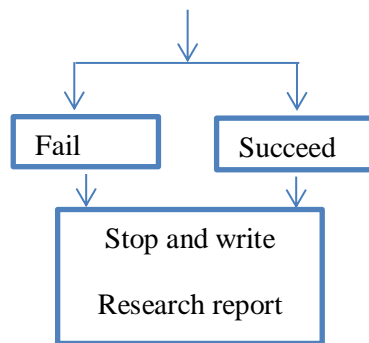
Furthermore, based on research conducted by Tati Mawarni from the English study program art and language faculty department of teacher training and education Jambi University in 2016 with the title "The Use Collaborative Strategic Reading (CSR) to Improve Eight Graders Reading Comprehension Mixed Ability Class" which aims to improve reading comprehension of class VIII students of SMP Negeri 7 Kota Jambi in the academic year 2012/2013 through Collaborative Strategic Reading (CSR) in the mix ability class. This research uses classroom action research. The conclusion of this study shows that students' reading comprehension increases after using collaborative reading strategies. seen from the average score of students in the pretest only got a score of 5.81 and in the posttest the score increased to 87.76. The similarities of this present research and this previous research are on objective of this study, and same on level of class of the sample, the differences of this study and this previous research is there method of the research, previous study used quasi-experimental and this study used pre-experimental research.

Then research was conducted by Widya Husniati Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta 2021 with the title “The Use of Collaborative Strategic Reading to Enhance Students' Reading Comprehension (A Classroom Action Research Design At Seventh Grade Of SMP IT Ar-Risalah Cariu Academic Year 2020/2021)”. This study aims to improve students' reading comprehension of English texts through collaborative strategic reading. The conclusion of this study shows that using collaborative strategic reading is suitable for increasing students' reading comprehension of English texts. From the results of the pre-test, only 4% of students passed the KKM, in post-test 1 the number of students who passed the KKM increased to 36%. and in post-test 2 the number of students who passed the KKM was 76%. The similarities of this present research and this previous research are on objective of this ,the differences of this study and this previous research is there method of the research,previous study used Action Research and this study used pre-experimental research, and of level of class the sample previous research used Seventh grade and this research used eighth grade.

C. Conceptual Framework

According to Sugiyono (2017, p.91) suggests that "a framework of thinking is a conceptual model of how theory relates to various factors that have been defined as important issues". For a clearer frame of mind in this study, it can be seen in chart 1 below:





3. Find generic structure of the recount text

4. Find purpose of recount text

5. Find language features of recount text