

CHAPTER II

LITERATURE REVIEW

2.1. Reading Comprehension

2.1.2. The Concept of Reading Comprehension

The purpose of reading activities is to understand the content of the reading, so reading cannot be separated from reading comprehension. Reading will be useless if the reader does not understand the content of the text being read. Pokhrel (2007) states that the main purpose of reading is to improve the reader's reading comprehension abilities. Reading is needed to discover the structure of writing, text events, actions and reactions.

Comprehension is the ability to understand something. Purwanto (2013) describes understanding is the level of ability that expects respondents to be able to understand the meaning or concepts, situations and facts they know. Rizki Agatha (2016) says that understanding is understanding something and being able to see it from various aspects. A student is said to understand something if he can provide an explanation or provide a more detailed description of it.

According to Arif (2014), reading is not just reading text but also analyzing sentence by sentence in the text so to provide information for the reader to understand. This means that reading comprehension will help readers get the latest information that can be useful for their daily lives.

Baral (2011) states that reading comprehension is defined as extracting the necessary information from written text as efficiently as possible. Just as

Pokhrel (2007) stated, understanding or interpreting written or printed texts means extracting the necessary information from the text efficiently. So, in this reading activity, readers must be actively involved in seeking and receiving information from the reading they read.

Baral also said that reading is a comprehensive understanding of a text, whether in the form of poetry or prose. This means that when reading, understanding the meaning of one word or sentence is not enough. Readers need to read the entire text to be able to interpret and understand the meaning of the entire text.

As mentioned above, to find and obtain information from a text, readers must read the entire content of the text, so in this reading activity one of the important points in this activity is interest and interest in reading. As mentioned by Nikmah (2020), to be able to understand a text, readers must have an interest in reading the text so they can understand the contents of the text and gain useful knowledge from the text.

Based on the several definitions above, it can be concluded that reading is an activity to obtain the meaning contained in the text. Reading comprehension is searching for and obtaining information from the text being read.

2.2. Teaching Reading Comprehension

2.2.1. The Concept of Teaching Reading Comprehension

Teaching is a process or active activity of conveying information, skills, or values to students with the aim of increasing students' understanding and

abilities in a particular learning area. Meanwhile, teaching reading is the process of educating individuals in developing reading skills, which involves phonics, vocabulary expansion, and contextual understanding. Teaching reading can involve a variety of effective approaches that include a variety of methods to improve reading ability and comprehension.

Teaching reading comprehension involves strategies to help students understand and analyze texts well. Focus on vocabulary mastery, inference skills, and application of techniques such as highlighting main ideas and relationships between ideas. In teaching reading, teachers as facilitators can help students to improve their reading comprehension by providing appropriate reading strategy instructions.

2.2.2. Teaching Reading Strategies

Teaching strategies are methods or methods used by teaching staff to convey lesson materials so that students are actively involved in the learning process and can capture learning easily. Antoni (2010) strategy is very essential for a teacher in teaching English as a foreign language in the classroom. Teaching strategies are very important to apply in the classroom to obtain effective learning.

The following are several strategies for teaching reading that can be used by teachers to teach reading in schools, namely Scaffolding, Think-aloud, Reciprocal Teaching, SQ3R, Question-Answer Relationship (vacca & vacca, 1999 in Nurdianingsih 2021), and Collaborative Strategic Reading which

discovered and developed by Klinger & Vaughn (1998). Here are several teaching reading strategies:

1) Scaffolding

Scaffolding means providing temporary support for students to help them complete assignments and acquire skills by providing tools or dividing reading texts into several parts and then discussing them. Then, after students have successfully acquired skills and are able to complete the increase, support will be withdrawn gradually.

2) Think-aloud

Think-aloud is a strategy for expressing verbally what is in the reader's mind when trying to understand the text they are reading. This strategy can help students with learning activities by means of teachers transferring their creativity to complete each step of the think-aloud strategy in understanding reading.

3) Reciprocal Teaching

Reciprocal teaching is a cooperative learning strategy that aims to improve students' reading skills.

4) SQ3R

One reading strategy to understand the content of the reading is by using steps, namely: survey, questioning, reading, reciting, and reviewing.

5) Question-Answer Relationship (QARs)

One of the strategies for teaching reading is through understanding and analyzing questions. This strategy guides students to understand questions to obtain information in the reading text itself.

6) Collaborative Reading strategy (CRS)

This strategy was discovered and developed by Klinger and Vaughn (1998). This reading teaching strategy is a strategy for monitoring students' understanding while reading and working together.

2.2.3. Collaborative Reading Strategy

Collaborative reading strategy comes from the words collaborative, strategic and reading (Husniati, 2021). Collaborative means learning in a group which can be interpreted as working together. Strategy is a plan about how to achieve certain goals. Meanwhile, reading is a reading activity to find and obtain information. From this definition, it can be interpreted that collaborative strategy reading is a strategy or method used to teach students reading comprehension by working in groups.

Fadillah (2015) states that collaborative strategic reading (CSR) is a combination of two methods, namely reciprocal strategy teaching and cooperative learning group activities or student pairing. Collaborative strategic reading aims to develop students' reading comprehension. The same as stated by Anwar (2020) that collaborative strategy reading (CSR) is a strategy that aims to develop students' reading comprehension by working in groups.

Klingner and Vaughn stated that the collaborative reading strategy is an excellent technique for teaching students reading comprehension and building

vocabulary and also working together cooperatively. This reading strategy can help students who have learning disabilities, because they will get help from their group friends when these students contribute to group discussions. Just as stated by Husniati (2021) that this technique helps students to communicate in difficult texts and utilizes main reading techniques to increase comprehension.

This reading technique also helps students to develop their reading comprehension, enrich their vocabulary, and also to increase their collaboration skills during reading activities.

2.2.4. The Procedure of Collaborative Reading Strategy

According to Klingner and Vaughn (1998), in CSR students learn four techniques: preview, click and clunk, get the gist, and wrap up.

a) Preview

Preview is a strategy to activate students' previous knowledge to provide an idea of what they will read and to foster students' interest in reading the entire reading text. In this case, the teacher gives trigger questions about what they think when they read. The Teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text (fadhilah, 2015).

In this activity, students can exchange ideas about what they know about the topic by utilizing all contextual cues in the text, such as bolded words, images, graphs or other key information.

b) Click and Clunk

Fadhilah (2015) states that Click and Clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding (Klingner and Vaughn, 1998). This strategy aims to monitor students' knowledge when reading texts. When students understand the information contained in the text, it is called a click. On the other hand, if students do not understand a word, concept or idea that does not make sense, it is called clunk.

To make it easier for students to discuss during the reading process, students can mark clunks by writing them down or remembering them. After the reading activity is finished, students are asked to discuss with their groups to discuss the clicks and clunks they got. Then the teacher asks questions about the clicks and clunks that students get to help students solve the clunk problem.

c) Get the Gist

Get the gist is a strategy to help students identify main ideas during reading (Fadhilah, 2015). Same as what Husniati (2021) stated in her writing, that "get the gist" means students are able to state the main ideas in a text in their own words. On this occasion students are given time to discuss with their groups. Get the point taught by focusing

on one paragraph. When reading a paragraph, students are asked to identify important information such as the most important person, place or thing. After finishing the reading activity, students are asked to restate the important points they can find in their own language. This strategy can improve students' understanding and memory of what they have learned.

d) 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. (Klingner and Vaughn), states that the goals of this strategy are to improve students' knowledge, understanding, and memory of what was read. In this strategy, the teacher asks students to write down the most important information from their reading text.

2.2.4. The goals of Collaborative Reading Strategy

The aim of Collaborative Strategy Reading (CSR) is to develop students' reading comprehension. Klingner and Vaughn (1998), state that the goals of Collaborative Strategic Reading (CSR) are to improve reading comprehension and increase conceptual learning in ways that maximize students involvement. According to Husniati (2021), collaborative strategy reading (CSR) aims to increase reader engagement and help all students who are at risk of experiencing reading difficulties to develop their reading comprehension. It means that CSR aims to maximize student interest and help students to achieve a better understanding of their reading comprehension.

2.3. Kinds of Text

Text is a series of words or sentences that have a certain structure and grammar which are prepared orally or in writing. The goal is to provide information, explain something, or express meaning to the reader. The following are several types of text based on their structure and language features:

1. Procedure Text

Procedure text is a type of text that is used to explain the steps to do something correctly. The general structure of procedure text is: aim/goal, materials/ingredients, steps/methods.

2. Recount Text

A recount text is a text that tells a story about an experience or event that occurred in the past. The purpose of a recount text is to provide information and entertain the reader. Recount texts are structured chronologically, using the past tense, and include information about time and place.

3. Descriptive Text

The next text is a description text. Descriptive text is text that aims to explain a person, place or thing. The generic structure of descriptive text is identification and description.

4. Report Text

Report text is a type of text that explains the details of an object. The contents of the report text are the result of observations. Research, observation and study of various things.

5. Narrative Text

Narrative text is a type of imaginative text that aims to entertain readers.

2.3.1. Narrative Text

In general, narrative text is text that conveys and tells a story through certain media, such as images, sound, text, and so on. According to Purba (2018), a narrative is a kind of retelling, often in words (although it is possible to imitate a story), about something that happened (story).

Rosalina (2014) defines narrative text as a text which tells a story of a series of events. It tells the readers about an amusing story. Narrative text is text written with a series of stories or events that occurred in the past with the aim of entertaining the reader.

2.3.2. Generic Structure of Narrative Text

The generic structure of narrative text is as follows:

1. Orientation

Orientation is the opening paragraph. This paragraph introduces the characters involved (who), the time the event occurred (when), and the background location of the event (where). In this opening paragraph, tell about who is involved in the story and provide an overview of the problem of the story.

2. Complication

After introducing the characters, time and place where the story occurs, the next structure is complication. In this section talk about the problems that occur in the story.

3. Sequence of event

In this section the author tell about the interactions or attitudes of the actors facing these complications.

4. Resolution

In the resolution section, this is the final part of the story which is the completion of a story. This section describes how the story ends, whether a sad ending or a happy ending.

5. Reorientation

The final part is reorientation which tells the final state of the character. This section also conveys the moral message in a story.

2.5. Review of Related Findings

There are several studies and research related to research on collaborative strategy reading. Among them are:

The first study was conducted by Rosalina (2014) regarding the influence of collaborative strategic reading on students' achievement in reading comprehension of narrative text. In this research, researchers used quasi-experimental research methods. This research aims to obtain accurate information regarding differences in students' reading abilities in experimental classes. The sample from this research was from class XI students of SMA PGRI 109 Tangerang City. The results obtained from this research are that

students' reading comprehension in narrative texts is influenced by the use of collaborative strategic reading (CSR) techniques compared to without using these techniques. This is proven by the reading score obtained by students in the control class was 64.57, while the average score obtained by students in the experimental class was 82.20.

The second research was conducted by Risma (2019) with the title "Improving the students' reading comprehension on narrative text in eight grade of SMP Muhammadiyah Belawa through collaborative strategic reading (CSR)". The aim of this research is to find out whether the use of collaborative strategic reading (CSR) is able to improve reading comprehension of narrative texts in class VII SMP. This research used a pre-experimental method with one group pre-test and post-test with a student population of 63 people. The results of the research showed that the students' average score on the pre-test was 44,095 and the average post-test score was 81,542. So, it can be concluded that the percentage of scores on the post-test is higher than the percentage of average scores on the pre-test. It can be concluded that collaborative strategic reading can improve students' reading comprehension in narrative texts.

Nurul Musarofah (2020) in her thesis entitled "The influence of using collaborative strategy reading (CSR) on students' reading comprehension in narrative text at the second semester of tenth grade of MAN 02 North Lampung in the academic year of 2019/2020" stated that collaborative strategic reading techniques are more effective in learning reading comprehension. This can be seen from the significant difference between the experimental class, which got

an average value of 84.04 which was greater than the average value of the control class, namely 72.50. It shows that the experimental class scores were better than the scores obtained by the control class.

Next is research conducted by Zahara et al. (2017) entitled "Improving students' reading comprehension in narrative text through collaborative strategic reading (CSR). This research aims to find out whether there are differences in students' abilities in reading comprehension of narrative texts after learning to use CSR strategies. The results of this research are significant differences in students' ability to read narrative texts with a significance level of $0.00 < 0.05$. So, it can be concluded that teaching reading using CSR strategies can help students to find information in texts easily.

The last research is "the use of collaborative strategic reading to enhance students' reading comprehension" conducted by Widya Husniati (2021). In her research, she revealed that students were actively involved during the learning process and became braver to ask questions and express opinions. This increase can be seen from quantitative data which shows that only 4% of students passed the KKM in pre-test scores. However, 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%. So, it can be concluded that collaborative strategic reading is suitable for enhancing students' reading comprehension of English texts.

The conclusion is that the current research has similarities to previous research, namely teaching reading in class with the aim of finding out whether

there are differences between students using collaborative reading strategy techniques and not using this CRS technique. Meanwhile, the difference lies in the research design. In previous research, most of them used quasi-experimental or pre-experimental designs, whereas in this research the researchers used a classroom action research design. This research aims to analyze improving students' reading comprehension through collaborative reading strategy.