

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Reading Comprehension

According to Serravallo (2010:43) comprehension is the heart of what it means to really read while reading is thinking, comprehending and getting at the meaning behind the text. It means that comprehension is very needed if we want to acquire some information from the text, without comprehension we cannot gain what the gist behind the text is being read.

Moreover, Schramm (2008:231), also states that “reading comprehension is an active process to construct the meaning and the understanding about the text”. To do this there are two ways readers should do. First, a good reader will quickly reject the irrelevant information and find what he/she is searching for. Second, it is enough to understand the gist of the text only, but more detailed comprehension is necessary.

Similarly, there are three crucial categories of skills and strategies which are important when learning to read proposed by Duffy (2009) vocabulary and comprehension strategies, skills and strategies for identifying or decoding words, skills and strategies for how to read fluently.

In summary, a good reader can relate whatever new information they encounter in texts to what they have already known to their cognitive structure. The readers’ background knowledge integrates with the text to create meaning. Those theories provide the significance of reading comprehension including the strategies which are needed by the reader.

Sweet & Snow (2002: 21) stated that comprehension is an interaction of the reader, text, and the context. As a result of interaction, comprehension process will be embodied when reader

requires information from context and combines different elements to a new whole. It is a process using reader's knowledge (schemata) to interpret the text in order to interpret meaning. Furthermore, Nunan (2003: 68) states reading comprehension is a smooth process of readers combining information from a text and their background knowledge to build meaning and has comprehension as the goal.

In addition, Sheng (2000:13) says that comprehension is a process of negotiating understanding between the reader and the researcher. It is more complex psychological process and includes linguistic factors like phonological, morphological, syntactic, and semantic elements. It means that comprehension is an interpretation what the readers think when they are reading.

According to Broek (2000), reading comprehension can be defined as constructing a mental representation of textual information and its interpretation or in other word getting meaning from written words sentences and a text.

Cain et al (2004:32) describes the component skills in reading comprehension are finding main idea, factual information, inference making, reference making and understanding text structure. Inferences that were necessary to make sense of a text and that required either the integration of information among individual sentences in the text or the integration of general knowledge within formation in the text. Comprehension monitoring is one aspect of metacognition that concerns the comprehension of connected prose. Knowledge about the organization of descriptive texts is a skill that helping readers to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

Comprehension can be seen as the process of using one's own prior experiences (reader context) and the researcher's cues (text context) to infer the author's intended meaning". It

means that not only reader's background knowledge influences reading comprehension but also reader's characteristics (reader context); his or her individual attitudes, interest, expectation, skills, and prior knowledge. The specific text is being read (text counter), and the total situation. (Irwin, 2000:9).

It can be summarized that comprehension is very important while reading. The reader is not only read but also he/she has to use the strategies to get the main point of the researcher wants to tell in the text. The readers need engage their prior knowledge to understand the written text in context. And the prior knowledge itself will active automatically when the reader read the written text, it can make the reader easy to get the researcher's intention. Furthermore, reading is not only about activating prior knowledge but also it deals with mental such as curiosity, skills, attitudes and motivation.

2.1.2 Teaching Reading Comprehension

Teaching reading assists the students to attain the achievement in reading. In teaching reading comprehension, a teacher should do the great effort in purpose to to assist students to identify the meaning of the written text that they read.

Reading comprehension strategies should be taught and practiced diligently. Hughes (2012:19) suggests how to teach reading comprehension effectively:

- a) Choose high-interest reading material
- b) Teach reading comprehension skills explicitly
- c) Model reading comprehension skills.
- d) Teach vocabulary routinely and thoroughly.
- e) Allow students to discuss text with the teacher and with their classmates.

According to Hughes above, the teacher needs to survey the students' interest with the material that they want to read then decide what text they might enjoy very much. Then the teacher should decide what basic reading comprehension skills need to be included such as using students' background knowledge, asking question, making inferences, summarizing what they have been read and analyze the unknown vocabularies. Moreover, the teacher should be allowed to independently use the strategies which fit to the learning goals.

There are some strategies for reading comprehension which can be applied in the classroom; they are identifying the purpose in reading, using graphemes rules and patterns to aid bottom-up decoding (for beginning level learners), using efficient silent reading techniques for relatively rapid comprehension (intermediate to advance level), skimming; It gives readers the advantages of being able to predict the purpose of the passage, main topic, developing and supporting ideas, scanning; it is to extract specific information without reading whole the text, semantic mapping or clustering, Guessing, vocabulary analysis, distinguishing between literal and implied meanings, capitalizing on discourse markers to process relationships. (Brown, 2004: 306-310).

From the theories above, It can be summarized that those skills and strategies should be taught to the students in order to enhance the students' reading comprehension. The teachers do not teach the students to read but to transform the content of the text.

Nation (2009:6) adds that teacher can consider some principles in teaching reading as follows (a) Meaning-focused input (reading purposes, appropriate to their language proficiency level, developing language proficiency), (b) Meaning-focused output (involving other language skills; listening, speaking, and writing activities), (c) Language-focus learning (developing the skills and knowledge needed for effective reading; phonemic awareness activities, phonic,

spelling practice in a range of reading strategies; previewing, setting a purpose, predicting, posing questions, connecting background knowledge, paying attention to a text structure, guessing words from context), (d) Fluency development (helping and pushing the learners to develop fluency in reading, making them enjoy, and motivated to read, encouraging them to read a lot).

It is clear that, Nation focuses on four principles in teaching reading. They are meaning-focused input, meaning-focused output, language-focus learning and fluency development. He aimed that the teachers can consider his theories based on school's need. The teacher can use those principles as an alternative and those are needed to be considered before teaching learning started.

In the other hand, Nation (2009:7) states that intensive work on reading text can focus on some aspects such as *comprehension* (understanding a particular text), regular and irregular sound-spelling relations through teaching phonics, spelling rules, and reading aloud , vocabulary (underlying the useful words, the meaning and the use of the words), grammar (difficult grammatical features), cohesion (reference words, conjunctions, etc), genre features (the vocabulary, grammatical features, cohesive features, the purpose), and the strategies (guessing from context, using dictionary, simplifying difficult sentences, taking note, etc).

In summary, Nation suggests considering some aspects in teaching reading such as understanding particular text, vocabulary, grammar, genre features and the strategies.

Moreover, the students can communicate each other by grouping them and they can be assisted one by one. As Horn (2008:54) suggests that divide group into several group discussion that consists of 2-4 students in each group.

Hadley (2001:203) reminds three basic types of teaching reading comprehension models in both first and second language reading: a) Bottom-Up models (text-driven), by trying to decode letters, words, phrases and sentences to build up comprehension, b) Top-Down models (Reader-driven), by bringing schemata to the text drive comprehension, c) Interactive in Nature, by positing an interaction between reader and text.

Furthermore, after we knew the basics teaching reading comprehension Hadley (2001:205) suggests that to assist students become more capable and successful readers, teacher needs to think both the purposes of students to read and the reading skills, strategies and the process involved in achieving the purposes.

Moreover, Hadley (2001:207) develops a five-stage plan for reading instruction, namely: (a) pre-teaching/preparation (by brainstorming, looking at visuals, headlines, charts or other contextual aids), (b) skimming and scanning, (c) decoding/intensive reading, (d) comprehension, (e) transferable/integrating skills.

In summary, the teacher needs to determine their goals then find the strategy that fix for their students and execute the plans or instructions in the classroom.

Hughes (2001:166) suggests that the teacher should have the component of reading comprehensions and teach the reading; identifying topics, identifying main idea, identifying details, references, and vocabulary in context.

In summary, the theories give clear instructions to the teachers. They should be creative in determine the teaching strategies which will be used in the classroom. The strategy has to be appropriate and match for their students. Moreover, the teachers are asked to be helpful and kindly to guide students who are in troubles.

2.1.3 One Stay Rest Stray Strategy

One Stay Rest Stray is one of cooperative learning strategy. In this strategy, a group consists of three members. The best size for a learning group will vary, but in most situations the recommended number is two or three. (Wrench, et al. 2009:105).

One Stay Rest Stray was changed from the original One Stray Three Stray (Jacobs et al, 1997:66). Today, a variety of this strategy can be found such as One Stay Two Stray, One Stay Four Stray and so on. Such changes, to fit circumstances and styles of teaching and learning which differ on amount of members but the responsibilities of the member are same and they also have similar activities.

This strategy is also known as Teams Tour. Kagan (2000:34) explained how to conduct Three-Stray, One-Stray strategies in the classroom. Three members of a 4-member team stray (rotate) to an adjacent group while one student stays seated to explain his team's product to three rotating "strays" from another team. After the straying students return to their home team, a second teammate stays back while the other three rotate two teams ahead. Then the third teammate stays back while the others rotate three teams ahead, and finally, the fourth teammate stays back while the other three rotate four teams ahead. When this four-step rotation is complete, each team member will have seen three different products generated by other teams. Teammates then remain together to discuss the differences and similarities among the products they have observed and use this information to improve their own team's final product.

The other expert, Cuseo (2012: 28) called this strategy as Half-Stay, Half-Stray as the modification of Three-Stay, One-Stray that creates a between-team pairing structure by having one pair of teammates from the home team stay to receive a pair of strays from another team, while the second pair strays from the home team to visit with a pair from another team.

The teacher in One Stay Rest Stray is only functioning as facilitator and as a motivator. As a facilitator, the teacher should facilitate students to read various types of texts such as hands out, journals, compulsory and suggested books before the class. The processes that the teacher as facilitator needs to undertake are assess the students, plan the learning, implement the plan, and evaluate the process.

According to Cuseo (2012: 32) There are three steps in One Stay Rest Stray:

a. Groups of 3 do a task

Each group chooses are given the material. They are asked to find out the component of reading comprehension of text as promoted Cain et al (2008) are inference making, comprehension monitoring and understanding text structure.

b. One member stays while the other two stray to find out what other groups have.

After discussing the material in the group, the group is divided into two categories. The first is called stayer where she/he should explain their result discussion to another group who come to their group. The rest are called the strayers. The strayers leave their group, individually, not as pair look at the signs of the other groups and sit down next to the person whose sign has the name a collaborative skill that they are interested in. Their responsibilities are to ask questions and make suggestions.

c. The strayers return to their original group and tell about what they observed.

In this step, the time is limited into 6 minutes for each straying. A new strayer is chosen and the process is repeated. Everyone gets a chance to be the strayer.

The issue of fostering communication between different learning teams and synthesizing their separate work products is an important one because of its potential for (a) enabling students to meet and collaborate with other classmates beyond those who comprise their immediate

learning group, (b) promoting ideational pooling, synthesis, and possible *synergy* across different learning teams, and (c) creating class *community* or *solidarity* so the class functions as an interrelated and unified group of groups—by taking a class that was initially deconstructed into separate, isolated subgroups and “reconstructing” them into a single, interconnected learning community (Cuseo, 2012:27).

Crawford, et al (2005: 63) states that this strategy is very useful for quickly sharing ideas within a large class because it gives a learning activity for sharing ideas within a classroom. According to them, the procedure of teaching Reading Comprehension of descriptive text by using One Stay Rest Stray might be outlined as follows:

Step 1: The students are assigned to home groups of three.

Step 2: Going clockwise around the room, the teacher number the tables. The teacher also gets the students sitting at each table to count off, one through three.

Step 3: The students are assigned a question to discuss, or a task to perform

Step 4: After they have worked on the task for an interval, perhaps 15 minutes, the teacher asks everyone with the number one to stand up, then move one table to the next highest numbered table (from table 1 to table 2, from table 2 to table 3, and so on).

Step 5: Once the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables; from table one to table four, and so on. Those with number four or five should stay at their original tables.

Step 6: The teacher asks the students who are visiting each table to interview the remaining member from the original group to find out how that group answered question. They take notes and prepare to take them back to their own table. The student

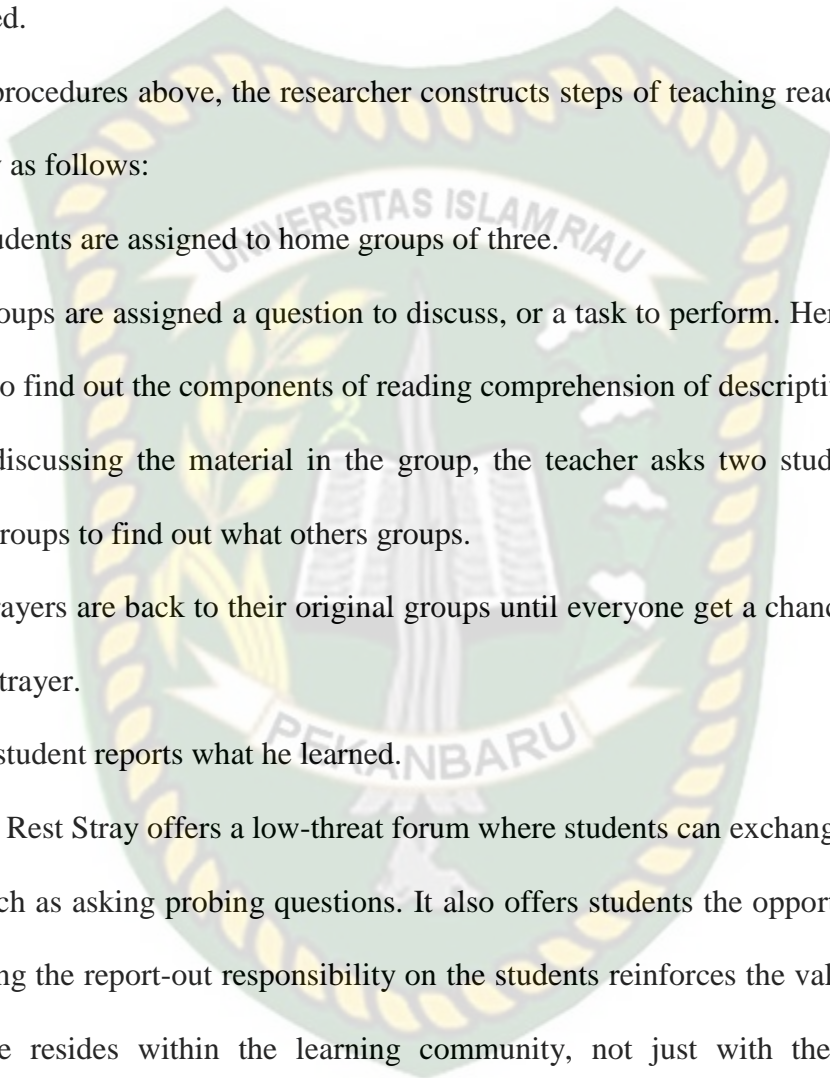
who stayed behind explains as clearly as possible his or her group's answers to the question.

Step 7: After 5 to 8 minutes, have everyone go back to their original and report on what they learned from the other tables. Each student should take 3 minutes to report on what they learned.

From the procedures above, the researcher constructs steps of teaching reading through One Stay Rest Stray as follows:

1. The students are assigned to home groups of three.
2. The groups are assigned a question to discuss, or a task to perform. Here, the groups are asked to find out the components of reading comprehension of descriptive text.
3. After discussing the material in the group, the teacher asks two students to move on other groups to find out what others groups.
4. The strayers are back to their original groups until everyone get a chance of being a stay and a strayer.
5. Every student reports what he learned.

One Stay Rest Stray offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the authority-figure instructor. Perhaps its greatest value lies in its efficiency. Instead of, for example, ten sequenced five-minute reports to the entire class (fifty minutes, plus transition time), individual students are simultaneously giving five-minute reports throughout the room.



A key feature of this strategy is that One Stay Rest Stray does not only count students participation in group but also individually. Jacobs, et al. (1997:12) state that each student should individually takes a quiz or complete a task after the strategy has been designed and implemented.

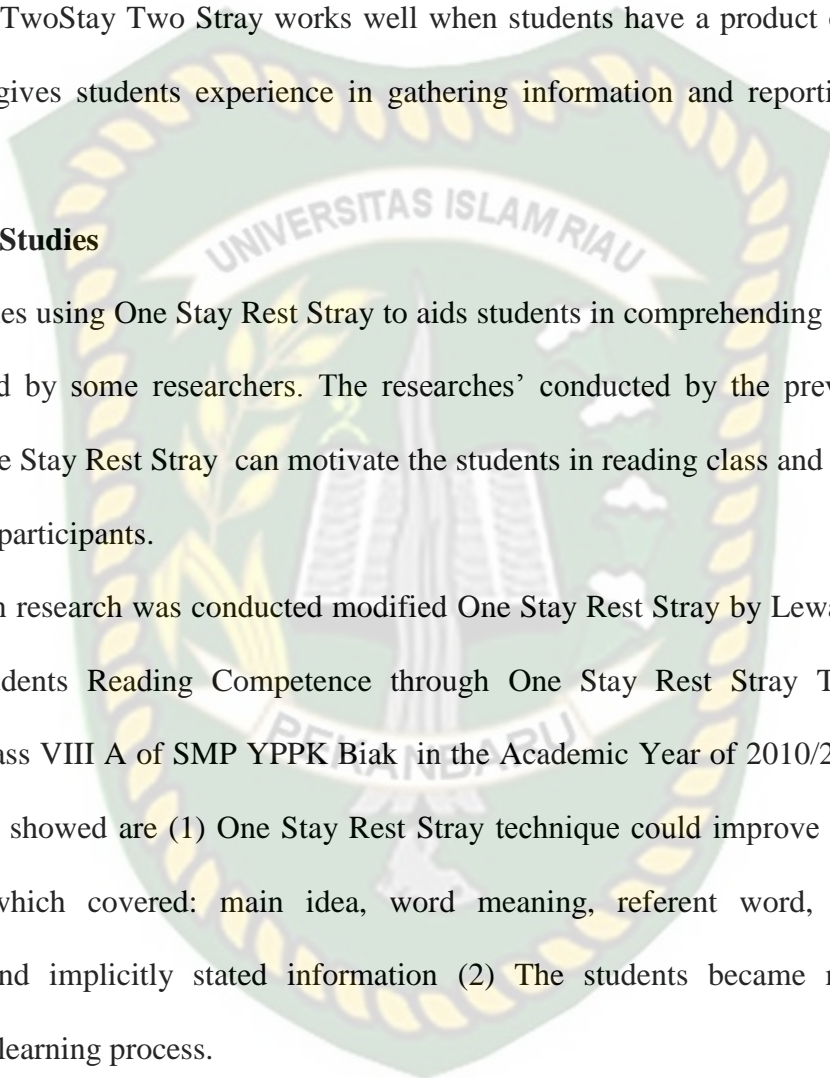
In short, TwoStay Two Stray works well when students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates.

2.2 Relevance Studies

The studies using One Stay Rest Stray to aids students in comprehending reading text have been conducted by some researchers. The researches' conducted by the previous researchers proved that One Stay Rest Stray can motivate the students in reading class and can help students become active participants.

An action research was conducted modified One Stay Rest Stray by Lewaherilla (2001) in Improving Students Reading Competence through One Stay Rest Stray Technique to the Students of Class VIII A of SMP YPPK Biak in the Academic Year of 2010/2011. Two results of the research showed are (1) One Stay Rest Stray technique could improve students' reading competence, which covered: main idea, word meaning, referent word, explicitly stated information, and implicitly stated information (2) The students became more active and enthusiastic in learning process.

Surjosuseno (2011) has done an experimental research entitled "The effects of "one stay the rest stray" and "lockstep" techniques on the enhancement of students 'reading achievements". She used two-group, quasi-experimental, post test only design to investigate two techniques called one stay two strays and lockstep to increase students' achievements in EFL



reading. Participants in this study included 61 college students who were taken as two intact groups. The result of statistical computations showed that the reading achievements of the experimental group increased and was significantly different from those of the control group. The findings revealed that teaching reading by means of one stays the rest stray technique was more effective than teaching reading using lockstep technique. In addition, in the teaching reading by means of one stay the rest stray technique, almost all students followed the lesson with full enthusiasm, and spirit, and they found that the lesson was interesting and fun.

Based on the relevant research it shown that One Stay Rest Stray to aids students in comprehending reading text is good and can increase the students reading comprehension. One Stay Rest Stray offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. It also offers students the opportunity to learn by teaching. One Stay Rest Stray works well when students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. The similarity of this research to relevant research is that the researcher conduct the same strategy, One Stay Rest Stray in reading comprehension. But in this research the researcher use it in different subject and problems.

2.3 The Hypothesis

Based on the formulation of the research problems above, the hypothesis of the research are as in the following:

- Ho : There is no significant effect of One Stay Rest Stray strategy towards students' reading comprehension at the first year students of SMPN 25 Pekanbaru
- Ha : There is a significant effect of One Stay Rest Stray strategy towards students' reading comprehension at the first year students of SMPN 25 Pekanbaru



Dokumen ini adalah Arsip Milik :

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