

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature concerning Review of Previous Study, definition of reading, reading comprehension, and small group.

A. Preview of Previous Study

The researcher read some references from previous thesis for this research. The first previous research in teaching speaking was done by Wahyuni Purnamasari entitled *The Implementation of Small Group Discussion to Improve Speaking Skill At First Grade of SMA Hangtuh 2 Surabaya*.¹⁰ This research was conducted in 2007. This study investigated the implementation of small group in teaching speaking skill in first grade of SMA HANGTUAH 2 Surabaya and the use of small group.

Another research in teaching reading was done by M. Jakfar entitled *Improving The Second Year Students' Reading Comprehension At SMA Negeri 1 Syamtalira Around Through Small Group Discussion Strategy*.¹¹ This research was conducted in 2006. It is CAR which investigated small group discussion to improve reading comprehension at SMA Negeri 1 Syamtalira Malang. The result of this study showed that the small group discussion can improve their reading

¹⁰Wahyuni Purnamasari, *The Implementation of Small Group Discussion to Improve Speaking Skill At First Grade of SMA Hangtuh 2 Surabaya*.(Surabaya: Universitas Negeri Surabaya,2007)

11) M. Jakfar, *Improving The Second Year Students' Reading Comprehension At SMA Negeri 1 Syamtalira Around Through Small Group Discussion Strategy*, (State University Of Malang, 2006)

words. Text organization is viewed as the process of constructing the meaning in the text as a whole.³⁰

D. Teaching Reading Comprehension

In general, the aim of teaching reading is to develop the students' ability to get comprehension about text, the value, the function and the impact of the text itself and also to get message and information that is hard over by the researcher through written form.³¹ According to Harmer, there are some principles in teaching reading:³²

1. *Encourage students to read as often and much as possible.*

3. *Encourage students to respond the content of a text.*

It means students explore their feeling about the text not just concentrate on its construction. Because it is important for students to study reading text in class in order to find out such things as the way they use language. As a result, teacher must give students a chance to respond to that message in same way. It is important that students should be allowed to show their feeling about the topic.

4. *Prediction is major in reading.*

Students frequently have good idea of the content before we actually start reading. Book cover give us a clues, the book cover, the headline, the web page banner, their brain starts predicting what we are going to read. Expectation is set up and the active process of reading is ready to begin. In teaching reading process, teacher should give students ‘hint’. So that students also have a chance to predict what is coming.

5. *Match the task to the topic.*

Teacher needs to choose good reading tasks the right kind of questions, appropriate activities before, during and after reading and useful study exploitation etc.

6. *Good teachers exploit reading text to the full.*

Good teachers integrate the reading text into interesting lesson sequences, uses the topic for discussion and further task, using the language

F. The Benefits of Reading

Reading has many benefits for us, unfortunately today there are many people who forget the importance of reading. There are some benefits of reading, namely;

1. To build our vocabulary when we read many texts
2. To improve our spelling, more we read we will see the proper spelling and it will make us sure that our spelling is correct.
3. To enhance our Brain Power, as we read we'll stimulate our brain.
4. Reading will help to achieve some clear aim or information.³⁸ It means that reading is a way to get information.
5. Reading is needed for career, for study purposes, or simply for pleasure.³⁹

Some people read novel, poems, magazine and others for pleasure, teacher or lecture reads a book to improve his knowledge and reads newspaper to get information whereas student reads a book in order to pass an exam.

As we can see, there are many great benefits of reading and they all show the benefit of reading today. So do not let reading become left behind.

G. Review of Small Group Task

Small group task is usually used in learning activity. Having students to do task in small groups has been a regular feature of classroom in English lesson.

³⁸ Murcia-Marianne Celce, *Teaching English as a Second or Foreign Language*, (USA, Heinle & Heinle Thomson, 2001) p. 187

³⁹ Jeremy Harmer, *How To Teach English*, (Longman: Pearson Education Limited, 2007), p. 99

Small group task promotes learning in providing opportunity to share with others and to examine different perspective on issues. The teacher knows how the student better, observe how they respond the material and to diagnose the learning problems and clarify misunderstanding.

Teacher who uses the small group activities can make the students learn from each other. The Procedure to Apply the Small Group Task : Teaching Reading is not easy as one thinks, especially in a large classroom. To supervise group work, the teacher can circulate from one group to another and offer advice when it is necessary. Lubis states that some ways in leading small group task. The following are the techniques in leading small group task:

1. Decide the class into small groups of three to six people. Give each group a different reading topic.
2. Allow the groups to do the task on their reading topic for at least fifteen minutes. When group members have finished their task, they should choose one person who will report on the group collectively to the entire class.
3. Call one of the members of the groups. After he/ she gives a short presentation (five minutes or so), the class members should ask him.
4. Follows the same procedure with the remaining groups.⁴⁰

⁴⁰ Dra. Yusrniani Lubis, *Developing Communication Proficiency in the English As a Foreign language (EFL) Class*, 1988, Depdikbud, Jakarta, p. 55

The measurement of good lesson is taking place on the student's activity, not the teacher's performance.⁴¹ So in this case the teacher's role is very important in the teaching learning process.

Thomas and Legutke state some roles of the teacher, namely: the teacher is a coordinator, manager, an organizer, instructor, investigator and a researcher. The first role of teacher is as a coordinator and facilitator. In this case the teacher carries the responsibility for learning process as a whole and retains the right to intervene with help, advice to set a fresh target. The teacher in their role of facilitator helps learners to build their own interests and ideas to a project plan. Their also provides materials to make learning and teaching process run well. The teacher explains what the students are going to do and (i.e. perform small group task), define small group tasks.

The second role is as a manager and an organizer. In this role, the teacher has to create and manage the comfortable learning atmosphere. It also relates to how the teacher behaves and interacts with the learners. The teacher also facilitates the teaching learning process. They have to organize enjoyable and interesting learning atmosphere. The third role is as an investigator and a researcher.⁴²

⁴¹ Jeremy Harmer, *The Practice of English language Teaching*, 2003, Pearson Education; Malaysia, p. 56

⁴² Michael Legutke and Howard Thomas, *Process and Experience in The language Classroom*. Cambridge University Press; United Kingdom, p. 287

