#### **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 Hangtuah 2 Surabaya*. <sup>10</sup> 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

<sup>&</sup>lt;sup>10</sup>Wahyuni Purnamasari, The Implementation of Small Group Discussion to Improve Speaking Skill At First Grade of SMA Hangtuah 2 Surabaya. (Surabaya: Universitas Negeri Surabaya, 2007)

<sup>&</sup>lt;sup>11</sup> 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)

skills ability. Both of the result has a differences method with this research, that both of the results use Class Action Research (CAR) and this research use the quasi experimental.

# B. Definition of Reading

Reading is a process done by the reader to get meaning from the text transferred by the writer, reading generally defined as a process of identifying printed text to understand meaning. This meaning is called message which includes facts, entertainments, ideas, or feelings such as a letter from family, news in the form of printed text.<sup>12</sup>

Based on Cambridge dictionary, reading is the activity to obtain meaning by looking at words or symbols.<sup>13</sup> In addition, according to Lado "To read is to grasp language patterns from their written representation".<sup>14</sup> According to Menyan and Leeuw as quoted by Zainuddin stated that reading is a digestive process and it has two principles, they are learning by understanding, which means selecting, discriminating and organizing.<sup>15</sup>Therefore, there is an interactive process between the reader and the text.

<sup>&</sup>lt;sup>12</sup> H. A. Urquhart and C. J. Alderson, *Reading in Foreign Language*, Harlow; Longman, p. 27 Oxford University press, 2000, p.356

<sup>&</sup>lt;sup>14</sup> M. Jakfar, Improving The Second Year Students' Reading Comprehension At SMA Syamtalira Aron Trought Small Group Discussion Strategy. (State University of Malang, 2006). Unpublished Thesis English Department, p. 12

<sup>&</sup>lt;sup>15</sup> Zainuddin, The Use of Group Work in Teaching Reading for The First Year Students of MAN Pamekasan (Unpublished S-1 Thesis. Surabaya: English Departement, IAIN Sunan Ampel, 2009), p. 9

Reading is a skill which consider as passive or receptive skill, it involves active processing of information on the prior knowledge of the readers. They not only find the meaning and take information, but also use and relate their experience and knowledge about the world to make sense of the text. Therefore, without being realized, the readers create their own version of the text.

Knowing these definition and purpose of reading may somehow give some benefits for teachers and students. It facilitates teachers to decide the appropriate approach for teaching reading. For students, it may help them develop awareness of reading process and reading strategies.

#### 1. Types of Reading

According to Harras et al, there are two types of reading. 16

Those are:

#### Extensive reading.

Extensive reading refers to reading which students do often (but not exclusively) away from the classroom.<sup>17</sup> Especially, where students are reading material written specially at their level, has a number of benefits for development of a student's language for example reading many books (or longer segments or text) without a focus on classroom exercise that may test comprehension skills. 18 This

<sup>&</sup>lt;sup>16</sup> Zainuddin, op.cit., p. 11

<sup>&</sup>lt;sup>17</sup> Jeremy Harmer, How To Teach English, (Longman: Pearson Education Limited, 2007) p.99

<sup>&</sup>lt;sup>18</sup> David Nunan, Language Teaching Methodology, A Text Book For Teacher (UK: Prentice Hall International, Inc, 1991), p. 72

type will make students more positive about reading, improve their comprehension and give them a wider knowledge of vocabulary.

Richard Day and Bamford agree that the goals for 'extensive reading' are enabling students to read without constantly stopping and providing increased word recognition.<sup>19</sup>

Extensive reading means that reading activity is done in large way. In extensive reading, the reader read a text without an emphasis on analysis of word and grammatical point. Pleasure reading is often extensive reading. This is giving students chance to choose what they want to read. Extensive reading sometimes helps students get away from their tendency to look up words they don't know and read for understanding.

#### b. Intensive reading

Intensive reading here means an activity of reading in class where the students read passage with the help of their teacher. In this reading activity, the role of teacher as a guide to bring his students to be efficient and skillful reader is very obvious.<sup>20</sup> Therefore, lesson should be planed so the intensive silent reading is alternated with variety of reading related activities.

<sup>20</sup> H. Douglas Brown, Language Assessment Principles and Classroom Practices, (United States: Pearson Education, Inc, 2004), p. 189

<sup>&</sup>lt;sup>19</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (Longman: Pearson Education Limited, 2001). p. 204

Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of 'what' the text means, but 'how' the meaning is produced.<sup>21</sup>

In addition, intensive reading refers to the detailed focus on the construction reading texts which takes place usually (but not always) in classrooms.<sup>22</sup> The student should be encouraged to read intensively outside of class that is to spend a half hour in the evening with something he chooses to read (a magazine, short story, or text). The major objective of intensive reading is developing the students' ability to decode message by drawing on syntactic and lexical cues, and it also emphasizes on skill recognition.<sup>23</sup>

#### 2. The Characteristics of Good Readers

Reading is an interactive process that occurs between the reader and the text which result in comprehension. The text present letters, word, sentences, and paragraphs that encode meaning. To determine the meaning, the readers use their knowledge, skills, and strategies which lead them to be good readers.

<sup>&</sup>lt;sup>21</sup> Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, (UK: Macmillan Publishers Limited, 1996), p. 38

<sup>&</sup>lt;sup>22</sup> Jeremy Harmer. *How To Teach English*, op. cit., p. 100

<sup>&</sup>lt;sup>23</sup> Zainuddin, The Use of Group Work in Teaching Reading for The First Year Students of MAN Pamekasan, op. cit., p. 30

There are some opinions about the characteristics of good readers. Solomom concluded that good readers are those who concern with meaning rather than making sound, read quickly and do not focus on letter or word.<sup>24</sup> They leave out unknown words because fluency is more important than accuracy. They use different strategies to understand the content and purpose of reading which only pay attention to the relevant information. Besides that, they also guess and predict ahead, look quickly through something unfamiliar before reading it in detail, pick up key words to get an idea of what it is about, and make mistakes in reading and correct these only when the meaning is lost.

Similar to Solomon, also found that good readers are those who read extensively, integrate information in the text with existing knowledge (prior knowledge), have motivation and rely on different skills.<sup>25</sup>

In addition, Duke and Person state that good readers use meaning and text features such a pictures, heading, and boldface type to make senses.

There are several characteristics that represent people who are considered as a good reader. The characteristics are shown on the table below:

25 Ibid, p.3

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

<sup>&</sup>lt;sup>24</sup> Nicky Solomon, Help Your Child With Reading, Australia; Cambridge University Press 1990, p. 2

#### The Characteristics of Good Readers

- a. Good readers read daily and read a variety of text
- b. Good readers determine how much they know about the subject before they read
- c. Good readers take the risk and relate their own experience the text
- d. Good readers looking for the difficult words mean
- e. Good readers guess to the words they are not sure off
- f. Good readers instinctively know how adjust their reading rate and vary it to match purpose and difficulty
- g. Good readers are active readers who think about what they are reading and use their reading and their experience for support the reading
- h. Good readers ask themselves questions as they read
- i. Good readers create mental pictures as they read a descriptive passage
- j. Good readers expect the material to get easier and reading, using the context to make comprehend or help them meaning of what they read.<sup>26</sup>

The main purpose of teaching reading is to teach students to be good readers. To accomplish that goal, teachers must comprehend the characteristics of good readers.

## C. Reading Comprehension

Reading comprehension is defined as an ability to understand the text that someone read. According to Grabe and Stoller, reading comprehension is the

<sup>&</sup>lt;sup>26</sup> www.eworkshop.on.ca/pdf/mod Good Readers.pdf. accessed on 15june 2011

ability to understand information in a text and interpret it appropriately. Reading comprehension is an interactive process of the readers' background knowledge. The information inferred from the text and the reading context in constructing the meaning.<sup>27</sup>

According to Solomon, there are several ways in assessing reading comprehension. First, one can have an oral or written test in retelling the text that they just read. Second, they answer comprehension questions after reading the text. The last one is completing a cloze namely a passage in which certain words have been left out and one must fill these spaces so that the passage makes sense.<sup>28</sup>

Many scholars have been proposing various definition of reading comprehension as one of the most significant skills language learning. One of them is proposed by Ginnis and Smith:

"Reading comprehension is a complex process in which the reader uses his mental content to obtain meaning from written material."<sup>29</sup>

Sufficient reading comprehension can be met if all required elements of reading occur and support each other. According to Golinkoff's statements in Harris and Sipay, those elements are decoding, lexical access, and text organization. Decoding is the process of recognizing words in a text. Lexical access occurs when a reader is able to create meaning of sequences of written

<sup>&</sup>lt;sup>27</sup> Grabe.W, and Stoller.F, Teaching and Researching Reading Applied Linguistics in Action. 2002, New York: Longman, p. 17

Nicky Solomon, Help Your Child With Reading, 1990, Australia: Cambridge University Press, p.59
 Dorothy E. Smith and McGinnis, Analyzing and treating Reading Problems, Macmillan Publishing Corporation 1982, New York, p.243

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

# 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.<sup>31</sup> According to Harmer, there are some principles in teaching reading:<sup>32</sup>

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

The more students read the better. Everything teachers do should encourage them to read. It is good idea to discuss this principle with student.

2. Students need to be engaged with what they are reading.

When student are reading, they should be involved in joyful reading. During the lesson the teacher will do the test to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

<sup>32</sup>Jeremy Harmer. How To Teach English, op. cit., , p. 101

<sup>&</sup>lt;sup>30</sup> L. Sipay and D.D. Haris, *Teaching Reading Vocabulary*, 1980, New York; Rinehart, p. 279

Depdiknas, Kurikulum 2004: Standard Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas Dan Madrasah Aliyah, (Jakarta: Depdiknas, 2003), p. 11

# 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 for study and then activation and using a range of activities to bring the text to life.

There are two kinds of teaching technique used to teach reading comprehension. They are two conventional techniques which refers to the technique that usually used by teacher at school. That is the teacher asks and the students answer, another alternative techniques, as technique developed by experts are considered better than the conventional technique, it emphasizes on the students' active participation, so they can increase their learning motivation.

There have been many alternative techniques recommended for teaching reading comprehension. Teachers should be able to select the technique that suits to the students' characters and needs since it will influence their achievement in reading comprehension. Jacob claims that in teaching reading comprehension, teachers must help students and guide them through the texts so they will learn effectively.<sup>33</sup> Jacobs also presents a three-step strategy for helping students in comprehending the texts:

# 1. Pre Reading

One of the purposes of pre-reading is to acknowledge the different contexts, experiences, biases, and knowledge (often called the "given") of the students that will influence how they read and learn from a text (the "new"). During pre-reading, the teachers might have students brainstorm

<sup>&</sup>lt;sup>33</sup> A. Vicky Jacobs, *What Secondary Teachers Can Do To Teach Reading*, Retrieved from: Http://www.edletter.org/post/issues/199ja/secondary.shtml

individually about what they already know, teachers can also instruct students to ask and answer questions before reading. They may also graphs related to material given in the text. Pre-reading activity requires considerable time, but that time is wise and critical investment for preparing students to actively engage with the text.

# 2. Whilst-Reading

The main goals of whilst-reading phase are strategy and skill practice, and linguistic development, as well as helping learners to understand the writer's purpose, and the text structure and context.

## 3. Post-Reading

During this stage, teachers give students ways to articulate their understanding of what they read, and then test its validity, apply it to a novel situation, or argue it against an opposing assertion.

By engaging students in pre-reading activities, teachers not only support students to understand the content but also provide them with opportunities to their comprehension, vocabulary and study skills without interrupting content learning. Teachers should make decision about how they will use such activities. The activities depend on their offered teaching purposes, the difficulty of the text, and how well the students can read the text.

## E. The Purpose of Reading

Reading helps in mental development to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. The habit of reading also helps readers to decipher new words and phrases in conversation every day. In line with McGinnis and Smith, Hadley believes that the successful of reading comprehension depends on the purpose of the reading it self.<sup>34</sup>

Wallace classifies the purposes of reading based on personal reasons as stated below:

# 1. Reading for survival

Is reading text that is very crucial for life, for example warning signs, an admonition sign, an instruction sign, etc. Survival reading serves immediate needs.

## 2. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to translate the text literally or metaphorically, to learn vocabulary, to use a text as a model for writing and to practice pronunciation.

# 3. Reading for pleasure

<sup>&</sup>lt;sup>34</sup> A.O. Hadley, teaching and Researching Reading, longman, p. 205

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm of the text. The text is written originally to offer enjoyment.<sup>35</sup>

While Grabe and Stoller point up seven purposes for reading as stated below:

- a. To research for simple information
- b. To skim quickly
- c. To integrate information
- d. To write
- e. To critique texts
- f. To comprehend the text generally
- g. To learn from the text.<sup>36</sup>

Comprehension is defined as an ability to understand the text that someone reads. According to Grabe and Stoller, reading comprehension is the ability to understand information in a text and interpret it appropriately.<sup>37</sup>

<sup>37</sup> Ibit, p. 17

<sup>35</sup> Chaterine Wallace, Reading, 1996, New York: Oxford University Press, p. 6-7

<sup>&</sup>lt;sup>36</sup> Stoller. F. L. & Grabe. W, Teaching and Researching Reading Applied Linguistics in Action, New York; Longman, 2002, p. 13

# 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.<sup>38</sup> It means that reading is a way to get information.
- 5. Reading is needed for career, for study purposes, or simply for pleasure.<sup>39</sup>

  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.

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

<sup>&</sup>lt;sup>39</sup> 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:

- 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.<sup>40</sup>

<sup>&</sup>lt;sup>40</sup> Dra. Yusniani 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.<sup>41</sup> 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.<sup>42</sup>

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

<sup>&</sup>lt;sup>42</sup> Michael Legutke and Howard Thomas, *Process and Experience in The language Classroom*. Cambridge University Press; United Kingdom, p. 287

## H. The Advantages and Disadvantages of Small Group Task

Small groups are very effective as far as education of the students is concerned. A group is a number of people who have joined together for a purpose. There are different methods of learning used by an individual or a group. Working in small group task has many advantages.

In a small group learning session, the students are actively involved because the teacher is able to actively concentrate to every student and make them understand the concepts that are being taught.

The small group learning also allows participants to be able to share their experiences each other. They will also be able to observe the problems and identify the solutions. The student will get a lot of ideas in some problems, there will be effective communication between the various participants. The students will also learn to work with other people who are with them.

#### 1. Here is the various advantages of small group leaning, there are:

- a. The students are active: They can be active in a group, because they have a job to do together with the group
- b. Sharing: In a small group, it is possible for each of the members to share their views and experiences to be able to learn more.
- c. More responsible: The mean that the people in the group will support each other in their questions for the knowledge and learning. This helps learning process become better.

d. Feedback: In a smaller group, the members will be able feedback.

Jakfar states some advantages of the use of small group are:

- a. It enables students to decide the pace they want to take based on their interest, ability, motivation, and needs.
- b. In small group the students do not have to be discouraged to express themselves.
- c. In small group task students will have greater chance to use the language activity.

# 2. The disadvantages of the small group:

- One of the major disadvantages of group task making is more time consuming than the process of individual task making
- b. Group task take longer to be finalized since there are many opinions to be considered and valued
- c. The students make noise each other, and can disturb the other concentration
- d. One or two group members may dominate discussion
- e. Many ideas may be forgotten if no taking a note. 43

<sup>43</sup> M. Jakfar, Op cit, p. 28