

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Learning Activity

Learning activities are conducted by two behavioral people, namely teachers and students. Teacher behavior is teaching and student behavior is learning. Teaching behavior and learning behavior are related to learning materials. Learning activities, in its implementation, recognize many terms to describe how the teaching will be done by the teacher. Which aims to improve the quality of learning for the better.

According to Dick and Carey (in Rusman, 2012: 132) "learning is a set of materials that have been prepared by teachers for learning and learning procedures used together to generate student learning outcomes". In this case the teacher makes a learning device material that will be used for teaching. Teachers should also be able to choose the learning that is in accordance with the material to be taught. Then the device has been made earlier done in accordance with the selected learning procedures, so that student learning outcomes can be achieved optimally.

According to Kemp (in Rusman, 2012: 132) "learning is an activity undertaken by teachers and students, where teachers deliver materials to students by using appropriate learning, so that learning objectives can be achieved effectively and efficiently". This learning activity is conducted by two principals, teachers and students. Teacher behavior is as a teacher, where a teacher has a learning objective to be achieved, and has prepared a material tool that will be taught to students with learning procedures are made. Student

behavior is learning, so students receive material explanations from teachers and understand them. So with the activities of teachers and students are learning objectives can be achieved effectively and efficiently.

According to Sunhaji (in Ma'ruf, 2007: 19) "learning is a teacher activity to transform pre-prepared learning materials to students to achieve learning goals". In this context, teachers act as translators and translators of course materials. Then the teacher teaches students that the material that has been translated and translated can be mastered by students well.

From the above description, it can be concluded that the learning is an activity that teachers do to transform teaching materials that have been prepared to students to achieve effective and efficient learning objectives.

## **2.2 Small Group Discussions Strategy**

### **2.2.1 Definition of Small Group Discussion Strategy**

In a simple sense of small group discussion the authors describe as follows, small means that a small, group means dynamic group, discussion means brainstorming to solve a problem / search for truth. Small group discussion is a part of many learning methods that promote active learners. This method than as a method of discussion as well as a method of solving (problem solving). Small group discussion conducted by dividing students into groups. Implementation began with the teacher presents a general problem, then the problem is divided into sub-problems to be solved by each group. Done discussions in small groups, the chairman of the group present the results of their discussion. In small group discussions learners

make small groups (5 to 6) to discuss the material provided by the teacher or the material obtained by the members of the group.

Small group discussion is a learning method that provides opportunities for students to learn more actively to work together in groups to achieve a set goal. In small group discussions students are encouraged to explore ideas, improve understanding new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve teamwork, and enhance and student involvement in decision-making (Djamarah, 2005: 159). The method rests on some theories that emphasize learning for students to be independent and active learning.

According Djamarah (2005: 157) learning with small group discussion method is closely related to basic and further questioning skills, strengthening skills, and the skills to open and close the lesson. Not all the talk in small group discussions said, but it is a small group discussion learning is an orderly process that involves a group of individuals in a face-to-face interaction in a cooperative for the purpose of sharing information, make decisions, and solve problems. From this definition, small group discussion has four characteristics, namely: 1. It involves a group of individuals; 2. Involve participants in face to face interactions are not formal; 3. Having a goal and cooperation; 4. As well as following the rules.

### **2.2.2 Techniques of Small Group Discussion Strategy**

Meanwhile, according Roestiyah (2001: 5), techniques to teach in small group discussion comprises:

- a. The class is divided into several groups

- b. Encourage the participation of students individually
- c. Turn on classroom activities
- d. Develop a sense of social responsibility among students, because it can help in solving the problem together
- e. Encourage students to each other to express their opinions
- f. Encouraging a democratic approach
- g. Helping to develop leadership

From the above explanation can be concluded that the small group discussion is a learning method that addresses a topic that is carried out by small groups of 4-5 people between students and students are:

- a. To train the ability to communicate with others
- b. To train students to achieve the learning method of student centered learning
- c. To enhance knowledge and information
- d. Mutual aid his fellow group members
- e. In order learners have skills in solving problems, whether related to principal on learning as well as problems faced in daily activities.
- f. To train students to learn with others, because the study did not have with teachers
- g. To train students how to respond to others
- h. To train students how to maintain the cohesiveness
- i. Learn about the techniques of decision-making

### **2.2.3 Purpose of Small Group Discussion Strategy**

The purpose of the small group discussion are:

- a. The board encourages students to actively use the knowledge and his experience in solving problems without relying on others.
- b. Students are able to express opinions verbally. Because it is necessary for a democratic life.
- c. The discussion also enables the students to learn critical and participating in the talks to solve a problem together.
- d. To provide opportunities for students to use the skills to ask and discuss a problem.
- e. Can provide students with opportunities to conduct more intensive investigation into a case of a problem.
- f. Can develop leadership talent and skill work discussion.
- g. To allow teachers to pay more attention to students as individuals in the study.
- h. To provide opportunities for students to develop a sense of respect or honor his friend, respect the opinions of others, which they helped each group in an effort to achieve common goals (Roestiyah, 2001: 6).

As for the activity of small group discussion can be:

- a. Generating ideas.
- b. Summing up the important points.
- c. Sharpen the level of skills and knowledge.
- d. Reviewing back previous topics.
- e. Analyze exercises, quizzes, writing assignments.

- f. Process of learning outcomes at the end of class.
- g. Commenting on the course of study.
- h. Comparing theories, issues and interpretation.
- i. Troubleshooting.
- j. Brainstroming.

It can be concluded that the purpose of the small group discussion are:

- a. Digging ideas
- b. Summing up the important points
- c. Accessing the many skills of students
- d. Reviewing back previous topic
- e. Comparing theory
- f. To solve the problem
- g. Mutual aid group members

#### **2.2.4 Use and Measures in Small Group Discussion Strategy**

Steps is a step to be taken in carrying out activities in this respect are the steps in carrying out small discussion, namely:

- a. Divide the class into small groups (maximum 5 students) to appoint the chairman and secretary
- b. Provide a matter of study (prepared by the teacher) in accordance with the standards of competence (SK) and basic competence (KD)
- c. Instruct order to each group to discuss the answers to these questions
- d. Make sure each group to answer that question
- e. Instruct each group to discuss the answers to these questions

- f. Make sure every member of the group to participate actively in discussions
- g. Instruct each group through designated spokespersons present the results of the discussion in the class forum
- h. Clarify, inference and follow-up (teacher).

It can be concluded that the use of models to learn small group discussions, can be:

- a. Preparation for discussion
  - 1) Preparing materials for discussion
  - 2) The material is prepared can come from teachers and students themselves
- b. Implementation
  - 1) Managing time
  - 2) Explaining the results of discussions
  - 3) Master control students in a discussion
- c. Reporting the results
  - 1) Discussions can be done several times
  - 2) The results of discussions on the note and indicated by sources
- d. Examples of materials Service
  - 1) Service information about "how to learn effectively"
  - 2) Services Information about "ways of being in the mix"
  - 3) Services Information about "tips for success in learning"

## **2.3 Reading Skill**

Reading is a complex and complex process. Complex means in the reading process involved a variety of internal factors and external factors of the reader. Internal factors such as intelligence, interests, attitudes, talents, motivation, reading purposes, and so forth. External factors can be in the form of reading, social and economic background, and the tradition of reading. Complicated means external and internal factors are interconnected to form a complex coordination to support reading comprehension (Nurhadi, 2008: 13).

Dadang Sunendar (2008: 246) says that reading is an activity to get the meaning of what is written in the text. For these purposes, in addition to need to master the language used, a reader should also activate various processes in his cognition system.

Samsu Somadayo (2011: 4) reveals that reading is an interactive activity to pick and understand the meaning contained in the writing material.

Based on the expert opinion above then reading is a process whose activities to understand the meaning written in the text that requires external and internal factors in order to form understanding of reading.

### **2.3.1 Kinds of Reading**

Reading according to Praptanti (2000: 39) is as follows:

- a. Reading understanding (intensive) is reading comprehension that is considered as one of the key acquisition of science because its emphasis is a matter of deep understanding, understanding of the script ideas from the basic ideas to the explanatory ideas. So also from the global things to the details. So reading comprehension is a very thorough reading activity,



usually a bit slow, with the aim of understanding the entire contents of the reading into the in order that the message conveyed more penetrating to the brain and heart.

- b. Critical reading is the activity of reading that requires the attitude or reaction of the reader to respond to what he has read. In this case the reader may reject, approve as a substitute, accept as a complement or accept as a reinforcer.
- c. Fast reading is a reading activity that aims to in a relatively short time can get a lot of results.
- d. Reading apresiatif and aesthetic reading are two rather special reading activities because it is more related to values and feelings. The object of his study is mainly literary works as well as other readings written in beautiful language.
- e. Reading a technique is a reading activity that includes a voice reading activity. Reading this type aims to further understanding ease the understanding of the material being read. Read the technique of emphasis on pronunciation, pause song and proper intonation.

### **2.3.2 Types of Reading**

While Reading Types According to Prastiti (2006: 20): Based on the purpose or intent, reading is divided into several types, including intensive reading, reading techniques, quick reading, critical reading, and beautiful reading. The five types of reading are described in the following descriptions.

- a. Intensive Reading

Reading Understanding Reading this type is often called reading comprehension that requires great care and shrewd thinking. Intensive reading is the key to acquiring knowledge. Intensive reading is a careful and meticulous reading act. Reading this type is necessary if you want to explore a science in detail, want to know the contents of a material, materials that are difficult and others.

b. Reading Technique

Reading techniques is one type of reading that focuses on pronunciation of raw words, singing the sentences correctly, decapitating words and sentences appropriately, adjusting tone, rhythm, and pressure, smoothness and reasonableness of reading as well as away from obstinacy, error or disability Read another. Reading technique is carried out with a voice. Therefore, reading this type has multiple benefits to both readers and others.

c. Quick Reading

This type of reading is done if the reader wants to get a basic idea of discourse in a relatively short time, but also gets a lot of reading. Two factors that can not be ignored in this type of reading are speed and accuracy. Things that can hamper the way fast reading should be avoided such as regression, vocalization, word by word reading, sentence by sentence, and others.

d. Critical Reading

Critical reading is one type of reading that aims to know the facts in the reading, then analyze it. Reading this type is done wisely, profoundly, evaluatively, and analysis as the key to reading this type. Thus, it can be

stated that critical reading is not merely an explicit fact, but also implied to find the reason why the author states it. Critical reading requires a variety of skills, including searching for discourse content, analyzing and assessing ideas contained in the reading.

#### e. Beautiful Reading

In essence, beautiful reading is an effort to live and to communicate a reading material that has a literary value with a priority in terms of beauty in its delivery. Beautiful reading is closely related to literary literacy skills. Reading this type focuses on the disclosure of the facet of beauty found in a literary work. The flow of his voice should fall on ideas, just as people speak. Motion and mimic in line with the idea of the text contained so that what is read can be understood by the listener.

Type of reading according to Tarigan (2008: 12-13). Reading can be classified into two types, namely reading sound or reading aloud (oral reading or reading aloud) and reading in the heart (silent reading). Voice read or loud reading is appropriate to achieve the goals contained in mechanical skills such as the introduction of letters and linguistic elements. However, to achieve the goal of understanding, the most appropriate is to read in the heart.

### **2.3.3 How to Measure Reading Skill of Student**

Measuring the notion of reading students can not be separated from the speed or time to read it. All measurements related to this reading ability. Tampubolon (1987: 7) suggests that with the ability to read is the speed of reading and the whole. So, between the speed and understanding of the reading both go hand in hand.

Added by Tampubolon, how to measure the ability to read is the number of words that can be read per minute multiplied by the percentage of understanding is the reading. The reading comprehension can be measured through the inquisitive question of what the author means, what the author will say, and what things are written in the text.

Anderson (1981: 106-107) suggests reading comprehension ability can be measured through the following questions:

- 1) The level of literal understanding
  - a) What did the story do?
  - b) Who are the main characters?
  - c) Where does it take place?
- 2) Level of interpretation
  - a) What does the author try to say?
  - b) What is the main theme?
  - c) How does this fact fit into what is already known?
- 3) The third level
  - a) What symbols are conveyed?
  - b) Do I get the conclusion of what is being said?
  - c) What are the evidences for the following generalizations?

Thus, Anderson can understand three measures, namely:

- (1) The level of literal understanding
- (2) The level of interpretation
- (3) The level of understanding outside the discourse.

The literal level of things that are written in the passage, the level of interpretation of what is intended to be conveyed, and the level of understanding of things that are outside the discourse.

According to Harris (1977: 59) tests reading comprehension skills include:

1) Language and symbol of writing

- a. The ability to understand words used in ordinary writings and terms used in ordinary writing or ordinary words used in the special sense of the text in reading material.
- b. The ability to understand sentence patterns and keyword forms used in language writing, and the ability to expand the longer and more difficult parts found in official writings.
- c. The ability to interpret with symbols or signs used in writing that are punctuation marks, capitalization, paragraph write, use of italics, bold prints, etc. used to strengthen and clarify the notion used in the reading.

2) Ideas

- a. The ability to recognize the intent that the author wishes to convey and the main idea expressed in the essay.
- b. The ability to understand ideas that support the subject of the author.
- c. The ability to draw the right conclusions and the right intelligence about what the author puts in the reading.

3) Tone and Style

- a. The ability to recognize the author's attitudes to the issues he poses and the author's attitude to the reader. Ability to understand the tone of the writings put forward by the author.
- b. The ability to recognize the techniques and style of writing used by the author to convey his ideas in the text.

Broadly speaking, the actual aspects assessed in the sense of reading consist of three parts, namely: the meaning of the language and the symbol of writing, the force present in the reading, and the tone and technique used by the author. By understanding these three aspects, it means a comprehensive reader of the content of the reading.

Farr (1969: 53) suggests that to measure reading comprehension should include questions about the author's views or intentions and questions about reading conclusions. In detail Farr divides the question into nine, namely:

- a) Knowledge of the meaning of words;
- b) The ability to choose the meaning of a word or phrase in a special contextual setting;
- c) The ability to select or understand the composition of previous readings and identities and their conclusions.
- d) The ability to select key ideas through reading;
- e) Ability to answer questions that are answered specifically in a reading;
- f) Ability to answer the questions answered in the reading, but not on each of the words to which the questions are answered;

- g) Ability to infer from reading about its content;
- h) The ability to remember what is written in the passage and the intent and conscience of the author, and
- i) The ability to define the author's purpose, the author's intent, and the author's view, ie to make conclusions about a writing.

In general, Farr's reading comprehension test questions are divided into three, namely: the ability to understand the meaning of words in reading, the ability to understand the organization of essay in the reading and the main ideas as well as the reading content, and the ability determines the author's intentions, intentions, views, and conclusions about the passage.

According to Smith (1978: 231-234), reading comprehension activities can be measured by the ability of students to paraphrase the meaning given clearly in the discourse, the ability to search for the type of organization of readings and ideas of information present in the reading, and the ability of students to understand the process of thinking about the reading. In detail the questions that want to reveal the ability of reading comprehension of students according to Smith concerning things as follows:

1) Literal Understanding

- a. understand the word
- b. understand the sentence
- c. understand the organization of the word sequence in the reading
- d. know the signs
- e. understand the information in the reading
- f. follow the rules in the reading

g. can describe the procedures and processes of words in the reading.

h. can remember the specific content to re-reveal what he has read.

## 2) Inferential Understanding

a. identifies key ideas

b. identifies the organization of paragraphs

c. making comparisons or differences

d. considering the real causal relationship

e. understand the hierarchical relationship

f. selection of conclusions

g. conclusion of concepts

h. responding to questions in the text

i. distinguishing the relevance and relevance of information

j. assessing support questions

k. distinguish objective and subjective information

l. assessing authenticity, completeness, and logistical information

m. considering the elements of style and tone

n. find the origin of figurative and symbolic languages

o. keeping in mind the author's view and purpose, and detecting the

author's habit

p. predict results and solution

q. comparing material from other texts.

Based on the above studies it can be concluded that the ability of reading comprehension is the ability of a person to capture information or ideas conveyed by the author through the reading so that he can interpret the



ideas found, both explicit and implicit meanings of the text. Understanding literacy includes literal understanding, inferential comprehension, and understanding of evaluation.

## **2.4 Student Activity**

Student activity is an activity that students do in the learning process to achieve goals and learning outcomes.

### **2.4.1 Types of Activity**

Because the learning activities are so many kinds, the experts make a classification of the various activities. Some of them are:

According to Paul D. Dierich (in Hamalik, 2004: 172) divide learning activities in 8 groups are:

a. **Visual Activities**

Reading, viewing pictures, observing experiments, demonstrations, exhibitions, and watching others work or play.

b. **Oral Activities**

Suggests a fact or principle, links an event, poses a question, advises, poses opinions, interviews, discussions, and interrupts.

c. **Listening Activities**

Listen to the presentation of materials, listen to a conversation or group discussion, listen to a game, listen to the radio.

d. **Writing Activities**

Write stories, write reports, check essays, coffee ingredients, make summaries, do tests, and fill in questionnaires.

e. Drawing Activities

Drawing, graphs, charts, map charts, and patterns.

f. Metrics Activities

Conducting experiments, selecting tools, conducting exhibitions, modeling, organizing games, dancing, and gardening.

g. Mental Activities

Contemplating, remembering, solving problems, analyzing, factors, seeing, relationships, and making decisions.

h. Emotional Activities

Interest, differentiate, brave, calm, and others. Activities in this group are present in all types of activities and overlap each other.

## 2.5 Narrative Text

### 2.5.1 The Definition of Narrative Text

In general Narrative Text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

### 2.5.2 The Purpose of Narrative Text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story. According to Derewianka (1991), the purpose of narrative text is to entertain, to teach or to notify, to add the author's reflection on an experience, and to broaden imagination of readers. Gerot dan Wignell (1994) added that the social narrative text function is related to telling the actual

experience as well as that experienced by others in different ways and the narrative text involves a problematic event leading to a crisis or a turning point that eventually encounters settlement (resolution).

### **2.5.3 Generic Structure of Narrative Text**

According to Derewianka (1991), there are generic structure of narrative text, such as:

#### **2.5.3.1 Orientation**

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

#### **2.5.3.2 Complication**

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

#### **2.5.3.3 Resolution**

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

#### **2.5.3.4 Re-orientation/ Coda**

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

According to Derewianka (1991), there are some characteristic of narrative text, such as:

#### **1. Purpose (Social Function)**

The purpose of narratives is to entertain, to teach or inform, to embody the writer's reflections on experience, and to nourish and extend the reader's imagination.

## 2. Text Organization

- a. Orientation : set the scene and introduces the participants
- b. Complication : problem arise
- c. Resolution : the problem is resolved for better or worst

## 3. Language Features

- a. Specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics
- b. Mainly action verbs (material processes), but also many verbs which refer to what human participants said, or felt, or thought (verbal and mental processes).
- c. Normally past tense
- d. Many linking words to do in time.
- e. Dialogue often included, during which the tense may change to the present or future.
- f. Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.
- g. Can be written in the first person (I, we) or third person (he, she, they)

Gerot and Wignell (1994) also added some characteristic of narrative

text that explain as follows:

### 1. Social Function

To amuse, entertain and to deal with actual or vicarious experience in different ways, narratives deal with problematic event which lead to a crisis or turning point of some kinds which in turn finds a resolution.

## 2. Generic Structure

- a. Orientation : set the scene and introduces the participants
- b. Evaluation : a stepping back to evaluate the plight
- c. Complication : a crisis arises
- d. Resolution : the crisis is resolved, for better or for worst
- e. Reorientation : optional

## 3. Significant Lexicogrammatical Features

- a. Focus on specific and usually individualized participant
- b. Use of material process, (and in this text, behavioral and verbal process)
- c. Use of Relational Process and Mental Process
- d. Use of temporal conjunction, and temporal circumstances
- e. Use of Past Tense

## 2.6 Comics

### 2.6.1 Definition of Comics

The precise definition of comics remains a subject of debate, with some scholars insisting that their printed nature is crucial to the definition, or that they should be defined by the interdependence of image and text. Others define the medium in terms of its sequential art. According to Scott McCloud in his book *Understanding Comics* (1993), comics are juxtaposed pictorial

and other images 12 in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer. By this definition, single panel illustrations are not comics, but are instead cartoons.

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “manga” when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia. “Comics” in the UK are most likely to be a reference to comic books – the term “comic book” only became popular in the UK as a reference to import US comic books.

Collier’s Encyclopedia (1955: 402) defines comic as “term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous.” Generally, there are several categories of comics such as adventurous, war crime, real stories, and biography, jungle adventurous, animal cartoons, fun and humor, love, interest, and retold classics.

A. S. Hornby (1987: 168) states that comic is books or magazines containing stories etc. in the form of drawing.

Nana Sudjana (2002: 64) defines comics as a kind of cartoon form expressing character and playing a story in sequences of closely related

drawing 13 and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.

M. Nashir (2002: 22) says that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny.

From the various definitions above, it can be concluded that comic is an art work which has sequence of stories about characteristics, events in picture form which can be humorous, mysterious, etc.

### **2.6.2 Strengths of Comic in Education**

Strengths of comics in education according to ([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html)), can be described as follows:

#### **1. Motivating**

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic as a medium the teacher can give motivation to the students to learn English in more enjoyable and interesting ways.

Students, especially young learners, like to read comics. If they are given options to study or read comics, they will choose to read comics. So, with the use of comics as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.

Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics. Sones

([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html)) theorizes that pictures tell any story more effectively than words.

“The potency of picture story is not a matter of modern theory but of anciently established truth. Before man thought in words, he felt in pictures...it is too bad for us “literary” enthusiasts, but it’s the truth nevertheless, pictures tell any story more effectively than words”.

([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html))

## 2. Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics’ picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones ([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html)) found that comics’ visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story. The result was the first group scored significantly higher than the second group. At the end Sones concluded that a strong trend in favor of the picture continuity was indicated by two sets of results.

“Sones’ conclusion foreshadows the trend towards teaching to multiple intelligences among educators today. He writes, “An assumption implied in most school instruction is that all children will read the printed material with equal effectiveness...The absurdity of this practice is patent” Visual learners benefit from visual media”.

([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html))

## 3. Intermediary



Comics can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used comics in this manner with tremendous success. Karl Koenke ([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html)) suggests that comics can lead students toward the discipline of learning. Hutchinson's experiment ([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html)) found out that many teachers discovered comic strips to be particularly useful in special classes or for slow learning pupils in regular classes.

Versaci ([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html)) found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon.

“Using comics, Versaci challenges college literature students to consider, evaluate, and question the very concept of a “literary canon.” Because comics are rarely considered literature, Versaci then leads his class in a discussion on literary worth. He has found out those discussions on comics are generally livelier than those on classic novels” ([www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html))

#### 4. Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, “yes.” It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the separation many students feel, between their lives in

and out of school. According to Versaci through comic books, teacher can lead their students in a study of “contemporary lifestyles, myths, and values”

“Versaci (2001) asks English teachers to consider Judd Winick’s comic book *Pedro and Me: friendship, Loss, And What I learned*. *Pedro and Me* is a touching account of the author’s friendship with Pedro Zamora/ a young AIDS activist who eventually succumbed to disease. Through comic book such as these, teachers can lead their students in a study of “contemporary lifestyles, myths, and values”.  
[www.genayang.com/comicsedu/strengths.html](http://www.genayang.com/comicsedu/strengths.html))

## 2.7 Student Response

According to Davies (in Dimiyati, 2006: 205) suggests that "student response is a response of students to respond to stimulants and feel bound and students are actively taking notice".

According to a large Indonesian dictionary is a "response". Thus, the student response is a response given by the students after being given the lesson. Response given can be positive response and negative response, to know the response can use questionnaire. Questionnaire is a tool to collect data in the form of a list of questions submitted to the respondent to be answered verbally. Based on the above understanding, then the response of students is the response given to the teacher's students in the learning process. The response given by the students can be either positive or negative response. To know the response of student can use questionnaire. Questionnaire is a tool to collect data in the form of a list of questions submitted to the respondent or student to be answered in writing and in accordance with the conscience.

## 2.8 Previous Study

This research is conducted regardless of the results of previous studies that have been done as a comparison and study materials. The results of research that made the comparison can not be separated from the research topic is about small group discussion learning strategy.

Based on the results of research that has been done can be described as follows:

Research conducted by Kaspin (2010). The result of the research shows that the improvement of the learning result after applying the small group discussion model can be seen from the increase of learning result per cycle where at the pre cycle cycle of 9 students or 41% in the first cycle to 17 students or 77%, at the end of cycle II has reached 20 students or 91%. From this result mastery learning and learning activity have reached indicator that is 80% upward.

Research conducted by Faradina Primarini Noorhaya Sari Faculty of Teacher Training and Education University of Lampung The title is The Effect of Small Group Discussion In Reading Class On Students' Reading Comprehension. His research shows that the first result of this research showed that t-value was higher than t-table ( $10.270 > 2.032$ ) and the value of significant level was  $0.00 < 0.05$ . The difference of the mean score between the pretest and posttest was 15.375 (from 69.79 to 85.16). It mean that there was an effect of small group discussion in reading class on students' reading comprehension. The second finding revealed five difficulties that the students faced on comprehending at ex namely vocabulary, sentence, phrase,

reference, and background knowledge. The implementation of Small group discussion in teaching reading comprehension was able to resolve those difficulties since it required the students to share, discuss, and unite their thought or problem on comprehending the content of the text with her members of the group. In short, it can be concluded that small group discussion technique is a suitable and effective technique which can improve students' reading comprehension and resolve the difficulties on comprehending a text.

Research that has been implemented by Dian Hidayatul Umah, student S1 PGMI IAIN Tulungagung. The results showed that there is an increase in student learning outcomes, as evidenced by the increase in student learning outcomes from the original average value of 63.70 and the post test to 86.66. In cycle II learn completeness is 88%.

Research that has been done by Fita Nuraisyah, student of S1 Department of PGMI IAIN Tulungagung. The results showed that: (1) From the evaluation results can be seen that there is a significant increase in the average of student learning outcomes from cycle I to cycle II, that is equal to 5.05. (2) Students show positive response to small group discussion lesson. This can be known from the interviews of the V-C class student representatives, as well as student questionnaires

There is a difference between this study and four studies for example, lies in the purpose of the research and also the application of small group discussion model for some subjects, research subject, research location, academic year and improvement of student achievement.

## 2.9 Theoretical Framework

Based on the above statements, then we can determine the variables as follows:

Independent: Small Group Discussion Strategy (X)

Dependent: Reading Skill (Y)

Explanation of the relationship between variables:

*The successful implementation of small group discussion strategy is an important factor in achieving complete reading ability in students.*

*The more influential or effective small group discussion strategy, the higher the students' reading ability.*

*The higher the activity of students in the class on the implementation of small group discussion strategy, the higher the value of student activity.*

It is support in theory states Small group discussion is part of many learning methods that spur the learner's activity. This method other than as a method of discussion also as a method of problem solving, Djamarah (2005:78).

The explanation also in line with the theories states ; Learning with small group discussion method is closely related to basic and further questioning skills, strengthening skills, and the skills to open and close the lesson. Not all the talk in small group discussions said, but it is a small group discussion learning is an orderly process that involves a group of individuals in a face-to-face interaction in a cooperative for the purpose of sharing information, make decisions, and solve problems, Djamarah 2005:157), and also small group discussion is a learning method that provides opportunities

for students to learn more actively to work together in groups to achieve a set goal. In small group discussions students are encouraged to explore ideas, improve understanding new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve teamwork, and enhance and student involvement in decision-making, Djamarah (2005:159)

*The more successful implementation of small group discussion strategy in the classroom, the more positive the students response.*

It is support theory from Davies (in Dimiyati, 2006: 205) states that Student response is a response of students to respond to stimulants and feel bound and students are actively taking notice.

*Implementation of small group discussion strategy implemented based on good research procedure and correct, then research done will be satisfactory.*

In line with theory from According to Dick and Carey (in Rusman, 2012: 132) states that Learning is a set of materials that have been prepared by teachers for learning and learning procedures used together to generate student learning outcomes, also according to Sunhaji (in Ma'ruf, 2007: 19) states that Learning is a teacher activity to transform pre-prepared learning materials to students to achieve learning goals.

Based on the explanation, the theoretical framework for the implementation of small group discussion strategy towards reading skill can be described as the diagram below: Setiawan, Erwin (2016).

