

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching English

Teaching learning English consist of many skills such as speaking, listening, reading, and writing. Those skills should be mastered by the student. In mastering these skills, of course, the teacher will think about how learning materials can be understood by students. Besides these skills, vocabulary and grammar also need to be considered and controlled by students, as one of the supporting aspects of learning English. This requires teachers to have the knowledge and creativity that qualified in applying good learning methods, good teaching materials, good classroom management, and others. Thus, teachers are required to have a good educational background. Besides the things mentioned above, the success of a teaching learning English is also depend on the media that are used by teachers to deliver lessons, and classroom management. Thus, teachers must pay attention to those in order to smooth the process of learning English, as well as to attract the students to learn and participate in teaching learning English activities.

2.2 Teaching English at Senior High School

The objectives of teaching learning English in senior high school include: (1) develop the ability to communicate in both oral and written. These capabilities include listening, speaking, reading, and writing; (2) growing awareness of the nature and importance of English as a foreign language to become a major tool of

learning; (3) develop an understanding of the relationship between language and culture.

In general, senior high school students are the children at the age between fifteen up to nineteen years old in which they will be an adult. The following are some general characteristics as the children of that group according to Hidayat(1997):

- a. The senior high school students still need another help in learning.
- b. They prefer to practice something interesting than study the lesson.
- c. They often do or imitate negative thing from what they know or they watch.
- d. They prefer to state their ideas than to obey the advice from another people.
- e. Most of senior high school students are creative.

Material of teaching for senior high school specially tenth grade student are; praising, showing care, congrats expression, simple past tense, descriptive text, announcement, news item, narative text, and song. Student competence of English for Senior High School are (1) appreciate and practice the teachings of their religion, (2) appreciate and practice the honest behavior, discipline, responsibility, caring, polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing himself as a reflection of the nation in the association world, (3) understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field of study specific according to their talents and interests to

solve the problem, and (4) processing, reasoning, and menyaji in the realm of the concrete and the abstract domain associated with the development of learned at school independently, and able to use the method according to the rules of science.

2.3 Teaching Reading

In teaching reading, there are many point should be considered. First, concerned withfostering specific reading skills. They tend to have a highproportion of questions in the text directed at specific vocabularyitems, and demand definitions or explanations rather thanasking for inferences about meaning to be drawn from thecontext. Second point which the teacher needs to bear in mind isthat the choice of an appropriate text is very important inbuilding up students' reading competence. A text which is toodifficult, where every other word has to be explained, or whichuses extremely complex grammatical constructions, or whichis about some obscure technical subject of small interest to thepupil, is only likely to produce frustration. Similarly a textwhich is too easy does not extend the pupil and it isfundamental that learning requires effort. So texts must beproperly matches the abilitiesof the studentss, and ensures a reasonablecoverage of the various kinds of reading skill they need todevelop(Broughton et al, 2003).

2.3.1 The Definition of Reading

Reading is one of four main skills in learning language besides writing, listening, and speaking. According to Broughton et al (2003), reading is a complex skill,included three components in the reading skill; the

recognition of the black marks; the correlation of these with formal linguistic elements; and the further correlation of the result with meaning. Bojovic (2010) mentioned that reading skill is a cognitive ability a person is able to use when interacting with the written text. Mikulecky (2008) also added that reading skills are the cognitive processes that a reader uses in making sense of a text.

2.3.2 The Importance of Reading

Reading has many importance for the students. Tinto (1993) cited by Hermida (2009) pointed out that success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills. These include – reading, writing, critical thinking, oral presentation, and media literacy.

According to Anderson et al (1985) cited by Kucukoglu (2013), reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically (Kucukoglu, 2013).

Reading skill is the most important acquired skill for everyone that impacts to all other achievements. Reading skill is essential to the academic achievement (Halloway, 1999 cited by Kirsch et al, 2002). It is also strengthened by a study of Gupta & Ahuja (2015) that students academic success has a strong correlation with the reading skill. Furthermore, Harmer

(2007) pointed out that reading is useful for language acquisition. The more students read, the better they get. Besides, reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing.

2.3.3 The Process of Reading

Many explanations toward the reading process posed by some authors. Mikulecky (2008) defines reading as a process in making a sense of text. He mentioned that reading is the vital of instruction in all facets of language learning. Also, Gilakjani & Ahmadi (2011) examined that reading is a process in which readers construct a clear representation of text by mixing their own background knowledge with the information in a text to apprehend that text. In addition, Chastain (1988) noted that reading is such a process concerning with the activation of related knowledge and relevant language skills to perform an exchange of information from one person to another. Still, the definition of reading related to Fleming et al (2002), reading is a complex literary process that affects reading development and proficiency. Pang (2003) explored that reading comprehension is an ability through the active process of deriving meaning from the text. He stated that its process includes using knowledge in drawing inferences from the words and expressions which the writer uses in communicating information and ideas to construct the meaning. According to Sousa (2005), reading is a complex process that begins with identifying words using readers' knowledge, accessing the meaning of a word, recognizing the grammatical structure, drawing conclusions towards the

text. Based on those definitions, it can be concluded that reading is a complex process of getting the meaning of the text.

2.3.4 The Principle of Teaching and Learning Reading

The principle of teaching reading posed by McVeigh (2013) are included; prereading activities, during reading activities, and post reading activities. Sweet (2000) mention that there are ten principle in teaching reading such as; (1) Children tend to construct their own meaning when they read, (2) Effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive, (3) phonemic awareness improves children's ability to read and spell, (4) Modeling is an important form of classroom support for literacy learning, (5) Storybook reading, done in the context of sharing experiences, ideas, and opinions, is a highly demanding mental activity for children, (6) Responding to literature helps students construct their own meaning, which may not always be the same for all readers, (7) Children who engage in daily discussions about what they read are more likely to become critical readers and learners, (8) Expert readers have strategies that they use to construct meaning before, during, and after reading, (9) Children's reading and writing abilities develop together, and (10) The most valuable form of reading assessment reflects our current understanding about the reading process and simulates authentic reading tasks.

2.3.5 Problems of Teaching and Learning Reading

There are many problems occur during teaching and learning reading process. Stanovich (1986) cited by Ahmad (2006) investigated students who have difficulties in reading, choose neither to read nor to engage in other tasks involving reading. Students do not get chance to read on their own, as a result they struggle with the new text in making sense out of it in the real life situation. Yadav (2014) founded that the major challenges related to teaching reading are selecting appropriate text, no reading culture, designing reading task, and lack of schema activation. He also added that other related issues toward teaching and learning reading such as lack of knowledge of target culture, difficult vocabulary, too much emphasis on bottom up approach by the teacher, lack of motivation to read on the part of the students, no sufficient preparation in teaching etc. All these challenges, as a whole, make reading text difficult and boring to learners.

2.4 Teaching Reading Method

Teaching reading method is general principles, pedagogy and management strategies used for teaching reading instruction in the classroom. According to Harmer (2007), teacher's method in teaching could be motivates the students to learn. Therefore, it is important for teachers to gain some knowledge. A teacher has a responsibility to maximize students' achievement by using method which are needed in the teaching and learning process, because it is as a supporting aspect to reach the goal of a learning process. The example of methods in teaching

reading are discussion method, choral reading (CR) method, paired reading (PR) method, PORPE method, KWL method, SQ4R method, and etc.

2.4.1 Discussion

Discussion is a method of teaching where the students actively engaged in classroom activity. Larson (2000) states that discussion is a useful teaching technique for developing higher-order thinking skills that enable students to explain their ideas and thoughts, interpret, analyze, and manipulate information. Discussion method is a way to present the learning material where the teacher give chance to students in a group for talking in order to collect opinion, making conclusion, or arrange kinds of problem solving alternative. Wilkinson (2009) explored that discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for furthering students thinking, learning, problem solving, understanding, or literary appreciation.

2.4.2 Principle of Discussion

Related to the principle of discussion, Piggot (2016) mentioned that the principle of discussion included three component, such as; pre-class planning, classroom discussion, and reflection and synthesis. In pre-class planning, pre-class poll used to initially assess learning outcomes. It included some questions to bring the information to revise the teaching plan. In classroom discussion, the teacher engaged with follow-up questions. The teacher encourages them to bring in information and begin to push back by asking questions. then introduces the discussion. In reflection and synthesis,

the teacher then asked the class to think about what they learned in that day. Schwartz adapted from Chazin et al (1986) and Peter (1981) mentioned that common concerns in teaching discussion such as planning discussion, asking question, debating, maintaining discussion, and concluding the discussion.

2.4.3 Procedure of Discussion

Based on Hasibuan (1985) and Sastrawijaya (1988), the steps of discussion method are:

1. Teacher present the problem, issue or case which will be discussed and give explanation about problem solving.
 - a. Main problem that will be discussed can be decided by teacher and students.
 - b. Title or problem that will be discussed must be clear in order to can be understood by the students well.
2. Teacher guide students to make discussion group. The activities are:
 - a. Choose the leader of discussion and the member (moderator, notulist, and presenters). Leader of discussion should be students. The leader of discussion must have these criteria:
 1. Understand much about problem which will be discussed.
 2. Be wise and friends like to leader
 3. Leader has a good fluently in speaking.
 4. Confirm, be fair, and democratist

b. Manage the sit of discussion and room situation. The duty of leader or moderator:

1. Manage discussion

2. Manage presentation process

3. Solve problem and resume kind of opinion

3. Students discuss with the group,

a. Teacher goes around from one group to other groups,

b. Moderator must keep from crowded situation,

c. Moderator give support and help in order to members are active in participating and discuss can well done.

d. Every group must know clearly the problem will be discussed and how the way of discussion.

e. Discussion must be free. It means all groups has same chance to deliver opinion.

4. Every group report the result of discussion.

a. Can through presentation

b. The result of discussion must be responded by students

5. Teacher give feed back about the result.

6. Students write the result of discussion and teacher submit from every group.

2.4.4 Advantages & Disadvantages of Discussion

The advantages of discussion are explain as follows. Brookfield and Preskill (1999) mentioned that the benefits of the discussion method are as follows: (1) helping students to explore diverse perspectives, (2) students'

awareness of and tolerance for ambiguity or complexity is increased, (3) students receive assistance to recognize and investigate their assumptions,(4) capacity for clear communication of ideas and meaning is developed, (5) skills of synthesis and integration are developed in students. Dushi (2012) mentioned the benefit of using discussion method in teaching such as; emphasises students' activity in the form of discussion rather than simply telling and lecturing by the teacher, develop the democratic way of thinking toward problems, train students reflective thinking which leads to deeper understanding of the problem, train to express students ideas and opinions, learn to tolerate the views of others even if they are unpleasant and contradictory to each others' views, ensures better and effective learning. Futhermore Brookfield & Preskill (2005) investigated the benefit of discussion method include; helps students explore a diversity of perspectives, increases students' awareness of and tolerance for ambiguity or complexity, helps students recognize and investigate their assumptions, encourages attentive, respectful listening, develops new appreciation for continuing differences, increases intellectual agility, helps students become connected to a topic, shows respect for student voices and experiences, helps students learn the processes and habits of democratic discourse, affirms students as co-creators of knowledge, develops the capacity for the clear communication of ideas and meaning, develops habits of collaborative learning, increases breadth and makes students more empathic, helps students develop skills of synthesis and integration, and leads to transformation.

The disadvantages of discussion are explain as follows. Meela (2012) pointed out that the disadvantages of discussion method are not practical with more than 20 students, a few students can dominate the discussion, some students may not participate, consuming a lot of time, requires careful planning by teacher to guide discussion, requires question outline, needs careful thought as to purpose of group, and need to prepare specific tasks or questions for group to answer.

2.5 Types of Reading

There are many types of reading, including report text, news item text, factual report text, procedure text, narrative text, descriptive text, expository text, and persuasive text.

2.5.1 News Item Text

News item text is a text which contains about news. The text provides the up-to-date issue or information which are considered important or worthy. The function of this text is to inform readers about an event or issue. According to Pardiyono (2007:245) states that news item text is a kind of text which gives some information about newsworthy events of the day and other natural phenomena in an area; they can happen in regional area or in overseas. News item informs newsworthy events of the day and other natural phenomena in the form of news.

Below is the example of news item text about earthquake in Nepal and India.

Earthquake aftershock hits Nepal and India, magnitude 6.7

A strong earthquake aftershock struck India and Nepal on Sunday, shaking buildings in New Delhi and triggering an avalanche in the Himalayas.

The United States Geological Survey said the tremor was 6.7 magnitude, less than the 7.9 quake that struck the region on Saturday killing at least 1,900 people.

“Another one, we have an aftershock right now,” Indian mountaineer Arjun Vajpai told Reuters by telephone from base camp on Mount Makalu, 20 km (12 miles) from Everest.

Screams and the sound of an avalanche could be heard over the phone line Vajpai was speaking on. At Everest base camp, Romanian climber Alex Gavan tweeted that the aftershock had set off three avalanches.

2.5.2 Generic Structure of News Item Text

The generic structure of News Item Text is different with other types. Related to Eltis, 1990 cited by Florensy & Saun 2014, the generic structure of News Item Text consist of newsworthy events, background events, and source. Each explanations are explain below:

(1). Newsworthy events

Newsworthy events put on the beginning. It tells the main event which is considered newsworthy.

(2). Background events

It tells what happen, the details information, or what causes the incident. Background events include the background, place, time, participant related to the news.

(3). Source

It contains original comment, which can be formed by the participants, author, or expert in this events.

2.6 Previous Study

Previous study related to this research is conducted by Mariana, Kurniaman, & Mujiatun (2012). They conducted a research of the implementation of discussion method in teaching speaking. The similarity between Mariana et al's study and this research is focusing on the implementation of discussion method. The difference between between Mariana et al's study and this research is on the skill. Mariana et al's research focuses on speaking skill. This research focuses on reading skill.

Hidayat & Rabani in 2013 conducted a research of the use of discussion method in teaching speaking for elementary school. The similarity between Hidayat & Rabani's study and this research is focusing on the implementation of discussion method. The difference between Hidayat & Rabani's study and this research is on the skill. Hidayat & Rabani's research focuses on speaking skill. While, this research focuses on reading skill.

Rafiq (2013) conducted a research of the implementation of discussion method type buzz group to improve students' achievement and engagement. The similarity between Rafiq's study and this research is focusing on the implementation of discussion method. The difference between between Rafiq's study and this research is on the type of discussion method. Rafiq's research focuses on the implementation of discussion method type buzz. While, this research focuses on the implementation of discussion method type group discussion.

Wargayati, Suryandani, & Ngatman in 2013 conducted a research of the implementation of collaborative discussion for narrative writing skill. The

similarity between Wargayanti et al's study and this research is focusing on the implementation of discussion method. The difference between Wargayanti et al's study and this research are on the skill, text, and implementation model. Wargayanti et al's research focuses on writing skill, narrative text, and collaborative discussion. While, this research focuses on reading reading skill, news item text, and group discussion .

In 2015, Elfani conducted a research with the title "An Analysis On The Implementation of Discussion Method In Teaching Hortatory Text At Eleventh Grade of Senior High School". The similarity between Elfani's study and this research is focusing on the implementation of discussion method. The difference between Elfani's study and this research are on the kind of material and implementation model. Elfani's research focuses on hortatory text and round robin model. While, this research focuses on news item text and group discussion model.