

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reading, Small group discussion in the teaching reading, The advantages and disadvantages of using small group discussion in teaching reading, The procedures of implementing small group discussion, The previous study.

2.1 The Nature Reading Ability

Reading is more than merely referring to activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

According to Nassaji (2014:2) Reading is not a simple process, but a complex, multi-component skill that involves an intricate combination of many lower- and higher-level cognitive, linguistic, and non-linguistic skills and sub-skills. Because reading are involves some knowledge and skills. Understanding and development to be able to read better in particular English. In reading an interaction text and reader. So, there is an interaction between the text and the reader that constitute actual reading. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to

this privacy, the process of reading and responding to a writer is not directly observable.

According to Healy (2002:1) reading is not a naturally occurring skill at all, but rather a complex process. Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

READS offers an assessment kit that is able to evaluate students' reading abilities, analyses the results and decode their reading abilities to provide complete information about the students' reading abilities (Mohamed, et al.,2012:275). Analyze results and reading skills to provide comprehensive information about the reading skills of students. He uses ability refers to a broader set of factors which - given similar motivation and opportunities – make some people better at learning than others.

From some definitions experts, it can be concluded reading not naturally process and that ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the

text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

2.2 Models of Reading

In imoking for ways to describe the interaction between reader and text, scientist have also create models that describe what happens when people read three models of reading are widely know : the bottom-up model, the top-down model, and the interactive model:

- a. According to Taghi (2014:8) a bottom up reading model is model that focuses on a single direction, part to whole processing of the text.
- b. According to Taghi (2014:10) a top down reading model is a model that focuses on what the reader brings to the text to arrive at the meaning.
- c. According to Taghi (2014:11) the interactive model, this model, which is a combination of both top down and bottom up strategies.

From some definitions expert, it can be concluded models of reading are bottom – up theory argues that the reader constructs the text from the smallest units (letters to words phrases to sentences, etc.) and becomes automatic that readers are not aware of how it operates. It means that reader have to understand the passage by reading word by word to reach the whole understanding.

Top–down theory argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears.

Reader has known about the passage so they just want to know if there is any new information in the passage.

The interactive school theories argue that both top-down and bottom-up processes are occur in either alternately or at the same time. It describes a process that moves both bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level, motivation strategy use, and culturally shaped beliefs about reading. Reader use both model in their reading activity depend on the situation that they faced.

2.3 The Definition of Reading Comprehension

Reading comprehension is a main pillar in the activity of reading where a reader to build an understanding of a text. He combined logical thinking that is owned by a collection of letters, words and sentences that are in the text. The following are some definitions of reading comprehension proposed by some experts:

According to Kiely, et.al ,(2015:369) reading comprehension has long been a core element of language teaching and assessment. Reading can't be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Comprehension takes place while the person is reading and it needs a set of skills that let him find information and understand it in terms of what is already known. Therefore reading comprehension means understanding what has been read. It is an active

process that depends not only on comprehension skill, but also on the reader's experiences and prior knowledge. The importance of obtaining the required information in reading.

According to Wooley (2011:15) Reading comprehension is the process of making meaning from text. Comprehension refers to an active mental process. When one reads something he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

According to Kwiatkowska(2012:3) Reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Reading comprehension does look easy, but there are at least two difficulties that ordinary students get. First, in an English text, many students do not understand the vocabulary, thus impeding an understanding of the text itself. However, students want to get ideas but not yet understanding sense of the word. The introduction of new vocabulary should continue to do so as they don't stutter when encountering a varied vocabulary.

According to Zygoriscoe (2009:1) comprehension as the intentional thinking during which meaning is constructed between the reader and text. Second, a reading comprehension requires a process. This is not a capability

that could be instant. To get good comprehension ability, students should continue trained to be able to participate actively in the learning process so that later they can think critically. Critical thinking presents a first understanding of what they are instead of just accepting something raw.

From some definitions experts, it can be concluded reading comprehension is process of making meaning from text. Without comprehension, reading can be frustrating and at times even painful. A major goal of reading comprehension instruction is to help students develop the knowledge, skills, and experiences they need to become independent readers and lifelong learners. Effective teachers are able to identify the strategies that will most benefit their students in achieving those goals.

2.4 Theory in TEFL reading

In the theory TEFL (Teaching English Foreign Language) that two concepts . The first according to Cahyono (2011: 49) Grammar Translation Method (GTM), also called the “ reading approach”. In the perspective of this method, reading texts in the target language was the central activity in the language teaching. In this method, students are expected to translate a sentence not only describe but they are also able to understand and analyze the grammatical arrangement of the sentence. The method is still now the GTM is often used in schools from the elementary school level elementary school, junior high school and senior high school . Teachers often interpret foreign language text into your mother tongue intended students can understand the sentences in order. The use of the GTM must be accompanied

by the liveliness of students in translating foreign language texts so that students are also able to interpret foreign language texts using the language itself.

The second according to Cahyono (2011: 50) Audio Lingual Method (ALM) thus, in the view of the ALM, reading instruction is aimed at developing and strengthening in the students speaking skills. Audio Lingual method of teaching English as a second language had its origins during World War II when it became known as the Army method. It was developed as a reaction to the grammar-translation method of teaching foreign languages. Grammar-translation had been used to teach for thousands of years, but the method was perceived as taking too long for learners to be able to speak in the target language. The Audio-Lingual method set out to achieve quick communicative competence through innovative methods. And finally small group used GTM (Grammar Translation Method) especially teaching reading if ALM (Audio Lingual Method) especially speaking.

2.5 Small Group Discussion

The discussion was a regular activity performed in a variety of ways to solve a problem. From the word meaning of the discussion can be known that in it is more than one person. Thus the discussion always occurs in groups. The discussion group is a strategy that allows students to master a concept namely an increased reading comprehension in English lesson. The following are some definitions of small group discussion proposed by some experts

According to Gunn, (2007: 3) 'small group teaching' refers to any method of students tutor interaction that involves a group of 3-25 students. If small group itself, is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Two opposite tendencies exist with regard to the number of people in a group. The larger the group, the greater is the pool of talent and experience available for solving problems or sharing the effort. On the other hand, as the size increases, fewer members have the chance to participate, and indeed the differences in relative participation increase to the point where one or two members begin to dominate.

According to Xiaoxoue(2014: 140) Group facilitation is the use of self to direct the group as a whole to move forward in an agreed upon purpose and mission. In this discussion the teacher acts as the leader of the discussion, or teacher can delegate tasks as a leader it to students, however the teacher still has to supervise the execution of the discussion led by students. Delegation that happens if the students in the class are divided into several discussion groups. The direction of the discussion should be organizing his group so that each Member can participate actively in discussions.

According to Mccrorie (2006:2) Small group events have an emphasis on learning. In guiding small group discussion, the teacher is required to be able to set the course of the discussion the discussion method so that it can reach the learning objectives. Essentially, the discussion is a method of learning that strives for all students to be proactive in thinking and expressing

opinions. To that end, the implementation of the discussion should be conducted in an open climate that enables all members of the group to participate. In addition teachers as tutors to small group discussion, should prepare the course of discussion groups with different preparation. The preparations include the selection of an interesting topic of discussion, and in accordance with the indicators, the formulation of problems that invites an answer complex, giving the background behind the initial discussion topics, as well as the determination of the members of the Group and the seating arrangement.

From some definitions experts, it can be concluded small group discussion is a strategy that allows students to master a concept or solve a problem through a process that gives the opportunity to think, interact socially, as well as the practice of being positive. Thus the discussion groups may improve creativity of students, as well as fostering the ability to communicate including language skills.

According to Wilkson (2009:1) Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Learning methods can be defined as a method that is used to implement the plans already drawn up in the form of real and practical activities to reach the learning objectives. Learning methods is the way teachers in organising relations with the students at the time of the teaching. Learning methods are ways of presenting the subject matter made by educators in the process of

learning to students in an effort to reach the goal. There are various methods in learning, method, method of lecture discussions, question and answer method, the method of granting, method, and method of experiment demonstration. Small group discussion include method.

2.6 The advantages and disadvantages of using small group discussion in teaching reading.

1. The advantages of using small group discussion in teaching reading.

- a.** According to Burke(2011:8)Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
- b.** According to Burke (2011:8) People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats.
- c.** According to Burke (2011:8)Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.

From some definitions expert, it can be concluded advantages small group discussion is small group discussion for students is the smart students

are more active to deliver their idea than the students are in low ability, provides the opportunity for sharing of ideas and concern and more simply put :Ideas can be generated, shared, tried out and responded by others.

2. The disadvantages of using small group discussion in teaching reading.

- a.** According to Burke (2011:8) There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.

- b.** According to Burke (2011:8) Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

From some definitions expert, it can be concluded disadvantages small group discussion is small group discussion for students Greater chance of conflict between individual learners. Decision-making takes more time. Segregation of individuals can occur. Less extroverted individuals can feel intimidated and be hesitant to contribute. The trainer may need to intervene and provide leadership. It's easier for individuals to avoid doing any work and let others do it all.

2.7 The procedures of implementing small group discussion.

1. Start with one small group that works well together. Let them arrange their desks in a small circle and proceed to plan make choice about their project. It would be a good idea for them to elect a chairman and to carry out their ideas. In this way they will have a full range of group work experience and will have encountered several of the problems in working together that will crone up again and again.
2. Separate individual from their group to each small group and provide them as leaders for other group. The separate individuals from that group can the serve effectively as helping persons in new group who have no experience.
3. Set some well-defined, accomplishable, tasks to provide early reinforcement. If the group is getting the job done, the students will be satisfied with the group and with their participation in it.
4. Work with each group specifically in turn. This should be done so that the students are aware of your attention and feel comfortable in knowing that your time is theirs. Sit down with them and systematically explore the state of the project with each group member.
5. Provide resource materials of several kinds. The teacher also can give media, such as picture, etc.
6. If the students getting their job done, the teacher asks the students in each group to report and discuss the result of discussion.

2.8 The previous study

In conducting this study, The effectiveness of teaching reading comprehension using small group discussion for the eleventh grade students' of SMP Muhammadiyah 2 Gresik in the 2016-2017 academic year. The writer relates study to the previous study one done by Umiyati skripsi (2011) the students Syarif Hidayatullah State Islamic University Jakarta. In her research, tittle "THE EFFECTIVENESS OF USING SMALL GROUP INTERACTION IN TEACHING READING COMPREHENSION.

She used quasi experimental design, pre-test and post-test. She taught two different classes employing two different teaching techniques. Population of seventh grade of SMP Sunan Bonang Tangerang. Finally The interpretation of data is the use of Small Group Interaction in more effective in teaching reading of Descriptive text than Whole Class Teaching.

Different skripsi Umiyati with the writer is she used quasi experimental while the researcher used pre-experimental. Quasi experimental used 2 classes and pre-experimental use one class. The researcher population SMA Muhammadiyah 6 Gresik and Umiyati SMP Sunan Bonang Tangerang.

The writer relates study to the next previous study by Mohamad Arief Setiadi(2011) the students Syarif Hidayatullah State Islamic University Jakarta. In his research, tittle "THE EFFECTIVENESS OF THE TEACHING READING COMPREHENSION THROUGH SMALL GROUP DISCUSSION.

He used quasi experimental design, pre-test and post-test. He taught two different classes employing two different teaching techniques. Population of eleventh grade of SMP Negeri 18 Tangerang. The findings of the study are stated that teaching reading comprehension through small group discussion is more effective than teaching reading comprehension with comparative method.

Different skripsi Mohamed Arief Setiadi with the writer is the used quasi experimental while the researcher used pre-experimental. Quasi experimental used 2 classes and pre-experimental use one class. Quasi experimental Comparing the two groups, control group and experiment group . Population the researcher SMP Muhammadiyah 2 Gresik and Mohamed Arief setia budi SMP Negeri 18 Tangerang.