

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching English at Senior High School

The educational background of teachers in Senior High School is another area that impacts their teaching practice. Teachers tend to teach in the same way they were taught at school as a student. However, they develop their own teaching style through learning from their experiences and observing others' teaching practices (Nishino, 2011) and therefore in-service training is very important. According to Nishino's study (2011), 60 % of the high school teachers in her research approved of in-service training on Communicative Language Teaching (CLT).

Basthomi (2005), As English Teachers neither pay attention nor really try to comprehend the new curriculum. English teachers will find no time to read and understand the new curriculum. Furthermore if English teachers are asked to be adventurous and creative. It means they need extra time and energy which again become not only burdensome but also troublesome for them.

English Teacher of Senior High school must have ability to make the study more interactive and interesting. So that the students will join the study well. According to Suryati (2005) mentions that students are still a long way from producing a text themselves, and activities will involve speaking, listening, reading, information gathering and so on. Here are some ways to build the context which are taken from Suryati, 2005:1) build up a semantic web of student's current knowledge of the topic, teaching new vocabulary as appropriate, 2) use wallpapering to collect ideas based on students current knowledge, 3) gather a list of questions from the children of things they would like to find out about, 4) read about the topic students used shared reading or big books, 5) use pictures to elicit or teach

vocabulary, 6) develop a word wall/word bank about the topic, where technical vocabulary can be displayed, 7) use jigsaw listening or reading to extend the children`s knowledge base, 8) use technological resources (the internet is a wonderful resource for many topics) to access additional information, 9) get the students to interview an expert in the field, 10) use picture and sentence matching game, 11) use barrier games, 12) watch a video and provide an information grid for pairs of students to complete as they watch, and 13) use the topic to practice or introduce grammar structure that are particularly meaningful to the topic. Here are some more practical classroom activities that the writer also uses in BKoF of the students: 1) use materials and provide jumbled information for students to work on, 2) use teacher`s voice in the reading of monologue texts, 3) use photographs such as family, holiday, wedding and pets photographs to build students knowledge on the discussed topic, 4) brainstorm ideas, and 5) use mind mapping to collect vocabulary.

According to Suryati (2005) the researcher gets some points about teaching in the Senior high school. Teaching reading in senior high school can be done by some ways. By doing some ways, the students of senior high school can build their knowledge. The teachers can use wallpaper to make their students share their ideas about something current happens in the world. They can write or share on wallpaper of their school. Next, by gathering a list of questions the students are hoped can arrange the questions well according to the topic which are asked by the teacher. Then reading a big books, magazines, newspapers, or other resources can make the students extend their knowledge. The other way is by pictures, the teacher gives pictures to the students and asks them to make stories or write the information which they catch from the pictures. Next, the students can develop their knowledge by listening, by reading in social media or internet. By matching pictures with sentences they can see the pictures and match with the sentences which suitable with pictures. Other way, by

watching video they also improve their vocabulary and by using topic to practice grammar structure. The writer also mentions about classroom activities in senior high school using BkoF. The researcher also gets points about it. BkoF is Building Knowledge of Text. It has ways for learners to explore cultural similarities and differences related to the topic. Students are able to share experience relevant to the topic or text, practice grammatical pattern relevant to the topic or text. Furthermore, students are able to build up and extend vocabulary relevant to the topic or text. So, the teachers provide material or information which will be shared or be discussed with students. Teachers practice the students how the ways of reading of the texts. The teachers may also bring photographs of the topic which will be discussed. The students are asked to share the idea by brainstorming before doing discussion. Next, Building Knowledge of Text can use mind mapping to collect or extend the vocabulary.

1.2 The Characteristics of Senior High School

According to Mark Pennington, most high school students have achieved the formal operational stage, as described by Piaget. These students can think abstractly and need fewer concrete examples to understand complex thought patterns. Generally speaking, most students share the following characteristics:

1. Need to understand the purpose and relevance of instructional activities
2. Are both internally and externally motivated
3. Have self-imposed cognitive barriers due to years of academic failure and lack self-confidence
4. May have “shut down” in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning
5. Want to establish immediate and long-term personal goals
6. Want to assume individual responsibility for learning and progress toward goals

2.3 General Concept of Reading

Reading is the best way to learn a new language. It has a very important place in learning English as a second language and a foreign language. Teachers always ask the students to read a book when they begin their lesson. Then they will give some questions to the students about what they have read.

The purpose of learning English as the first foreign language in Indonesia as stated in the curriculum of SMA is to make the students are able to know meaning from the text. The ability of students in reading is very important because by having the ability to read, they will be able to improve their knowledge.

In reading activities, there are two subjects involved. They are the writer and the reader. The writer tries to convey, to present his or her messages through letters, words, phrases and their relationships, while the reader tries to get the messages from the written verbal symbols. Dechant and Smith (1977:8) point out that reading always involved an interaction between the writer and the reader. Reading also requires the communication of the message and it requires a language system- a sign system in which messages are formulated or encoded.

According to Haris and Sipay (1980:9), "Reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols." From that statement, we can conclude that to absorb the information from a text we should understand what the text contains and what the text means.

Based on the definitions above, it can be concluded that reading is not merely as a process of reading words by words of the printed page but it is also a collaboration of thinking process, recollection of the past experience, interaction and it acquired language faculty to interpret the author's

intention. Reading is also a process of matching information since the activity of reading is the reader matches his information that he has already had with the printed page in order to get the message.

2.4 Reading Purpose

Reading is a skill that must be developed, and can only be developed, by means of extensive and continual practice. Students learn to read by reading. Their reading will tend to be effective when they have a purpose and a motivation to learn first.

“A student who does not read because of lack of motivation does not get the practice he needs in reading skills” (Stepherd, in Simanjuntak, 1988:2). Having a purpose for reading is a part of effective motivation. According to Carnine, Silbert, and Kameenui (1990:45), a reader’s purpose determines the way in which he treats a passage and which a comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

- 1) to be able to identify and remember a main idea,
- 2) to be able to follow instruction to reach a goal,
- 3) to be able to explain the content of a passage to someone else,
- 4) to enjoy the context of the text,
- 5) to be able to accommodate the content into the reader’s schema,
- 6) to critique the logic or data presented in a passage,
- 7) to edit a passage according to stylistic and organizational criteria and
- 8) to study according to an assignment to test requirements.

Stepherd, as quoted by Simanjuntak (1988:2) also says that when a student does not have and know his purpose in reading, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in the text. From the statement above, the researcher conclude

that knowledge about what students read a text to be able to determine and choose a material to be read.

2.5 Reading Comprehension

Reading is the ability to get the meaning from the printed page and interpret this information appropriately. Grabe.W and Stoller (2002:9) states Reading is always purposeful not only in the sense that the readers read indifferent ways based on of differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purposes or tasks, whatever imposed internally or externally. Reading is also comprehension process. The nation of comprehending is both obvious and subtle. It is obvious in that any person can say that understanding a text is the purpose for reading, it is less obvious with respects to the ways that such understanding might be carried out by the readers.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language (Heilman 1981:242). So, by reading comprehension, a reader understands as much as possible the message that the writer puts into the text. When reading a text, a reader is not just saying the words, but moreover able to identify the main idea. Therefore, when he reads, he recognizes the words and attaches meaning to them, from this oral knowledge about the materials. Then, comprehending is a written text means extracting the required information from text as effectively as possible. Therefore, to comprehend written materials, readers must use various skills. For example, readers must be able to draw conclusion, identify main ideas, and recognize details from the texts. These skills can be identified important in the comprehension of written material.

This statements is equal to what Alexander (1988:160) says “Successful comprehension involves the reader’s discovering the meaning needed to achieve the particular purposes set for or by him “. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions.

Since comprehension is an important element in reading, Harris and Sipay (1980:479) also would like to give the techniques of reading comprehension. Some techniques of reading comprehension are:

- 1) Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content.
- 2) Skimming, quickly running ones eyes over a text to get the gist of it. For example, in order to decide whether a book is relevant to one's work or to keep one self always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs.
- 3) Extensive reading, reading a longer text, usually for one's own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles.
- 4) Intensive reading, reading a shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Reading comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers mind. Comprehension can be improved by deep processing of text material and generally, comprehension increases when readers create images for the information they get while reading.

According to Sousa (2005:97) Reading comprehension is a complex interactive process that begins with identifying words by using knowledge outside the text, accessing word meaning in context, recognizing grammatical structure, drawing inferences and self monitoring to ensure that the text is making sense. Text comprehension is improved by direct, explicit instruction that helps readers use specific technique to make sense of the passage. These techniques represent the purposeful steps that enable readers to reader's technique whenever they counter barriers to understand what they are reading.

Text comprehension occurs when readers derive meaning as a result of intentionally interacting with the text. Hence, good readers are both purposeful and active. Purposeful mean that they may read to find out how to use computer, read a magazine for entertainment, read a classic novel for enjoyment, read a guidebook to gather information about a tourist spot, or read a text book needed for a course. Good readers are active in that they get the most out of reading by using their experience and knowledge about the world, their understanding of vocabulary, and language structure, and their knowledge of reading technique. When problems with reading occur, they know how to solve them.

Based on Sousa's (2005:97) quotation above, reading is an active process of interacting with printing and monitoring comprehension to establish meaning. The ability to read is acknowledged to be the most stable and durable of the second language modality. In others words, learners may use their productive skill, yet still be able to comprehend text with some degree of proficiency. Reading involves the readers the text, and the interaction between the readers and text. Readers do not read word for word but readers use their background knowledge, technique such as predicting and conforming to comprehend text. Because the reading process is essentially unobservable, teachers need to make significant efforts in the classroom to understand their student behavior and be able to help student understand those behavior as well.

2.6 Hortatory Exposition

There are many different types of texts. All people know that text which is filled by some opinions about social moments or anything in the world is hortatory exposition. Hortatory in concise oxford dictionary is belong to adjective which is the meant is tending or aiming to exhort. Its purpose is to motivate people to do something. Exposition means a comprehensive description and explanation of theory. So, hortatory exposition means text that the purpose is to motivate.

Hortatory exposition tells about opinion of some people at something particular way to serve their individual and social purposes. As Hartono (2005: 5) states that genre is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with Social function: to persuade the readers or the listeners that something should or should not be the case. The generic structure are: 1) thesis: stating an issue of concern 2) Arguments: giving reasons for concern, leading recommendation 3) Recommendation: stating what ought or ought not to happen.

The Language features of Hortatory Exposition:

- * Emotive words, such as : alarmed, worried
- * Words that qualify statements, such as : usual, probably
- * Words that link arguments, such as : firstly, however, on the other hand, therefore
- * Usually present tense
- * Compound and complex sentences
- * Modal auxiliary, such as : can, may, must, should

The example of Hortatory Text:

The importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc. Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz,

etc. To make us relaxed. The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

2.7 Discussion Method

Based on excerpts from *The Expert Educator* (Jones, et al. , 1994), *The Dictionary of Education* describes discussion as "an activity in which people talk together. In order to share information about a topic or problem or to seek possible available evidence or a solution. " It is used more and more in student-centered learning venues as a means of engaging students in the "active" construction of learning by through collaboration and the exchange of perspectives.

Based on Hasibuan (1985), discussion is a visualization process for two or many people who do verbal interaction and face to face to talk purpose or something through exchange information, holding opinion or problem solving. Based on Hasibuan (1985) discussion method is a way to present study material where teacher give chance to students group for holding science talking in order to collect opinion, making conclusion, or arrange kinds of problem solving alternative.

Based on Hasibuan (1985), discussion has types. The types of discussion are as follow:

1. Whole group

The characteristic:

- a. Class is one discussion group and
- b. The member is not more fifteen students.

2. Buzz Group

The characteristic:

- a. One big group is divided into some small groups. Small groups consist of 4 to 5 students.
- b. Place of discussion is managed in order to students can face to face and exchange think easily.
- c. Discussion time is in the whilst or post teaching in order to for understanding study material, make clear study material or answer questions.
- d. The result of the study is hoped student can compare each different perception about study material, compare interpretation and information.

3. Panel

The characteristics:

- a. Small group and consist of 3 to 6 students
- b. .Discuss one subject and sit half-circle

4. Syndicate group

The characteristics:

- a. Class is divided into some small groups and consist of 3 or 6 students
- b. Every small group has different duty
- c. Teacher explain big point of problem to class
- d. Teacher describe the aspects of problem
- e. Every group is given task to learn aspect
- f. Teacher provide reference or information source
- g. Every syndicate read the material, discuss, and arrange the result as resume of syndicate
- h. Every result is brought to pleno to continued discuss

5. Brainstorming Group

The characteristic:

- a. Group deliver new ideas without get score.
- b. Every member of group deliver the opinion

- c. The result of the study is hoped every member of group study how to appreciate people opinion, grow self-confidence when develop ideas.

6. Symposium

The characteristic:

- a. Some people discuss about kind of aspect from certain subject and read in front of members of symposium shortly (5 to 20 minutes).
- b. Then continue with questions, comment for other people or listeners.
- c. Next the result of answering question or respon to comment are resumed by resume commitee as result of symposium.

7. Informal debate

The characteristic:

- a. Class is divided into two teams to discuss suitable subject to be discussed without pay attention to discussion rule normally.
- b. The suitable material for discussion is problematic things not actual.

8. Colloqium

The characteristic:

- a. A person or some people, the source to answer is from audience.
- b. In teaching learnin, students interview person.
- c. The purpose is the students get information from first source.

9. Fish Bowl

The characteristic:

- a. Some members of discussion is lead by chief to take decision.
- b. The sit is ruled half-circle with two or three chairs are empty.
- c. If the chief of discussion give time for talking, the presenters can speak directly and leave chair after speaking.

Brookfield and Preskill (1999) published a volume on discussion as a way ofteaching. The authors held that discussion is an indispensable aspect of democrateducation. They presented fifteen benefits of the method as follows: (1) helping studentsto 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) attentive, respectful listening is encouraged (5) new appreciation for continuing differences is developed (6) intellectual agility of students is increased (7) students become connected to a topic (8) respect for voices and experiences of students is shown (9) students learn the processes and habits of democratic discourse (10) students are affirmed as co-constructors (co-creators) of knowledge (11) capacity for clear communication of ideas and meaning is developed (12) habits of collaborative learning are developed (13) breadth of students is increased and it makes them empathic (14) skills of synthesis and integration are developed in students, and (15) discussion leads to transformation.

2.8 The Procedure of discussion method

Discussion-based guided reading lessons are “geared toward creating richly textured opportunities for students’ conceptual and linguistic development” (Goldenberg, 1992, p. 317). Goldenberg found that talk surrounding texts has greater depth, and it can stretch students’ language abilities.

Guided reading provides a setting within which the explicit teaching of comprehending strategies is ideal:

- Teachers select texts that are within students’ ability to comprehend with teaching.
- Teachers select a variety of genres and a variety of text structures within those genres.
- Teacher introduce the text to students in a way that provide background information and acquaints them with aspects of the text such as structure, content vocabulary and plot.
- This introduction does not involve reading the text to the students; rather, it is a conversation that assures deeper understanding. In a comparison of three instructional methods, Stahl (2009) found that the text introduction yield statistically effects in reading comprehension and science content

acquisition.

- While students read, teachers may listen and intervene to prompt for and reinforce thinking. Teachers provide specific demonstrations comprehending strategies.
- After reading, the teacher skillfully guides a discussion that may involve students' talking about their inferences, predictions, synthesis of new learning, analysis of aspects of the writer's craft, and critique (Fountas&Pinnell, 2006). The teacher can probe for deeper thinking.
- Teachers can make specific teaching points that demonstrate Comprehensionstrategies to students.
- Teachers might also invite students to write about their reading to extend thinking.

Based on Hasibuan (1985) and Sastrawijaya (1988) about the procedure of discussion method. The steps of discussion method are:

1. Teacher deliver problem or case which will be discussed and give explanation about problem solving.
 - a. Main problem or case will be discussed can be decided by teacher and students.
 - b. Title or problem will be discussed must be clear explanation in order to can be understood by students well.
2. Teacher guide students to make discussion group.

The activities are:

- a. Choose leader of discussion and the member (moderator, notulist, and presenters)Leader of discussion should be students. The leader of discussion must:
 1. Understand much about problem which will be discussed.
 2. Be wise and friends like to leader
 3. Leader has enterpretenur in fluent 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. Here, moderator must keep from crowded situation,
 - c. Moderator give support and help in order to every member 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 right 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.

2.9 Previous Study

Besides doing the research, the researcher also tries to find a research about Discussion Method. The reaseacher find a research about Discussion method by **Jolly D. Kukuru** in thesis that was titled “**Encouraging representation and involvement of learners on discussion method’s features towards ensuring effective teaching** “. He explains about the ways to manage in reading learning, such as the technique that used for encouraging representation and involvement of learners and to ensure effective teaching. for effective teaching and reading learning and to increase

reading comprehension. The technique is Discussion method. The result of his research is there is significant differences in favour of classroom teachers with positive performances in relation to identification of features of discussion method at junior high school but no significant difference at the senior high school. It was caused at junior high schools, the teachers implied discussion method more than at senior high school.

This research has similarities and differences between research done by Jolly D. Kuku. The similarity is the same technique, which is about Discussion Method in reading comprehension. Then, the differences between this research and research by Kuku is about the research design. This research is using descriptive qualitative. However, his research is using experimental observation research. He also observed thirty two teachers of junior and senior high schools. However, this research observes three teachers of senior high schools.